

Bratt Elementary School



2014-15 School Improvement Plan

Bratt Elementary School

5721 HIGHWAY 99, Century, FL 32535

www.escambia.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
71%

Alternative/ESE Center
No

Charter School
No

Minority
31%

School Grades History

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

School Board Approval

This plan is pending approval by the Escambia 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	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

Bratt Elementary School believes the education of a child is a shared responsibility of the parents, teachers, staff, and community. Our school provides opportunities to encourage parents to be actively involved in the education of their child. Bratt Elementary is committed to building stronger links between the school, home, and community.

Provide the school's vision statement

The vision of Bratt Elementary is to provide a stimulating learning environment, where students are actively engaged in the learning process and equipped with the necessary tools so they can become a life-long learner and a productive community member of society.

School Environment

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

Teachers learn about student cultures through beginning of the year "getting to know you" activities, parent conferences and teacher student conferences and activities.

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

Students feel safe and respected at school. They are greeted by school staff as they exit the buses and cars to enter the school. There are staff members at locations throughout the school to greet the students and provide reminders for appropriate behavior. During school the teachers and staff maintain an environment where respect is a mutual exchange between students and adults. Weekly lessons on respect and other core values are aired on CCTV and encouraged each morning through announcements. After school the school faculty and staff are on duty to ensure that each child reaches his/her home destination safely. After school child care is provided for students in the school cafeteria, for those who sign up.

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

The school wide behavioral system emphasizes the positive. Be respectful, Be responsible & Be Ready. Students are taught the behavior expectations in their classroom and on CCTV. When a student is not following the expectations the teacher manages the behavior in her classroom through parental contact and reward and consequences. The staff is trained on what is expected of the students, faculty, and staff and the steps to follow when a student does not conform to the expectations.

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 ensures the social-emotional needs of all students are being met for the general population of the school through weekly counseling lessons each Wednesday called "Wednesday's

Wisdom”. Teachers reinforce the lesson in the classroom. When students need more, the teacher may ask for a lesson to be presented to the entire classroom or request individual or small group counseling for specific students. We have requested mentors for specific students needing more individualized support.

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	9	9	4	5	4	5	36
One or more suspensions	0	2	4	2	1	2	11
Course failure in ELA or Math	0	2	2	1	1	2	8
Level 1 on statewide assessment	0	0	0	2	12	13	27

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	2	1	1	3	8

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

Students are brought to the Rtl or MTSS team for strategies. Parents, teachers, administrators, Rtl facilitator, counselor, and school psychologist meet together to set strategies and interventions for students that indicate a need for support. The process implements interventions and monitors the progress of the student with graphs of weekly student data and a daily log of interventions. Follow up meetings are held at 6 and 9 week intervals or earlier if needed. Strategies include: reading intervention through Reading Wonders, Beverly Tyner, SRA, Reading Eggs and Study Island. In Math, some strategies are Go Math Re-Teach, Moby Math, and Mega Math. Students with attendance problems are brought to a Child Study Attendance Meeting. Parents, the School Social Worker and School Administrators work together to form strategies for the student to improve attendance. Parents are also informed of the legal obligation they have to ensure the child attends school.

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/173107>.

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

Bratt Elementary has a strong PTA, Volunteer Program and Community Partner Program. Through these programs, funds are both raised by the school with community and parental assistance and donated by our Partners in Education. These funds are used to buy needed equipment that is used school wide and for the individual classrooms. In the past, Global Corner and the Pensacola Ballet have provided lessons and performances for the entire student body.

PTA works to provide meaningful activities that support parent/student/teacher interaction. Volunteers work to assist the teacher with clerical needs, such as pulling pages from workbooks or cutting out items for activities. They also work in the classroom to provide assistance with activities, academic remediation, and drill and practice, as directed by the teacher.

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
Hall, Karen	Principal
Jackson, Linda	Assistant Principal
Bryan, Sheila	Guidance Counselor
Bryant, Erin	Teacher, K-12
Calloway, Tami	Teacher, K-12
Cloud, Jessica	Teacher, PreK
Gilman, Heather	Teacher, K-12
Gilmore, Shonna	Teacher, K-12
Golson, Cheryl	Teacher, ESE
Pollard, Emily	Teacher, K-12
Ryan, Kim	Teacher, K-12
Ward, Susan	Teacher, K-12

Duties

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

General Education Teacher provides information about the core instruction, collects student and class data, delivers Tier I instruction, collaborates with the School Leadership team to develop and implement Tier II and Tier III interventions and monitors students in the MTSS process. ESE teachers participate in the MTSS process to provide instructional support and recommendations to the general education teacher. School Psychologist participates in the collection and interpretation of data, as well as, facilitate development of intervention plans and provide support for the intervention documentation. Speech and Language Teacher educates the team in the role that language plays in curriculum, assessment, and instruction. School Counselor provides a common vision for the use of data-based decision making, ensures proper implementation of MTSS, and communicates with parents regarding MTSS.

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 Leadership team meets once every nine weeks to review student progress. Team members review screening data and link that data to instructional decisions. They also review progress monitoring data at the classroom level to identify students who are meeting or exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on the above information, the team identifies professional development and resources that are needed to meet the needs of students in MTSS. The team also collaborates regularly, problem solves, shares effective practices, and makes decisions about current and future implementation.

Title I Part A funds are used to supplement and enhance services for students and families. Our technology coordinator and data coach are funded through Title I funds, along with our Elementary Resource Teacher who is partially funded through Title I. In addition, supplies for Parent Involvement, Staff Development/ instructor training, substitute teachers for staff development, instructional staff development, and classroom supplies are provided.

Services for migrant students are provided by the district level Title I office. After checking the MSIX

system and our local Student Services we have determined there are no migrant children that attend Bratt Elementary.

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Bratt Elementary does not receive Title I, Part D students' resources.

Title II: Professional Development is offered at both the school and district level. Please see each goal area for specific professional development activities.

Services for English Language Learners (ELL) are provided as required by law. Several ELL 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 towards ESOL endorsement on their certificate. Our school is not an ESOL center and we do not have any ESOL students.

The school works with the district's homeless coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education. This program is overseen by the district Title I office.

State funds (SAI) are used for supplemental teaching materials, instructional training and software. The school offers violence prevention and anti-drug programs to students, which includes guest speakers, counseling, and classroom discussions. Red ribbon week is held in October with school-wide activities. Through our School-Wide Behavior Management Plan, we provide ongoing training for faculty, staff, and students regarding bullying.

Our school is committed to continue offering nutritional choices in its cafeteria. This includes ala carte items and self-serve options. Our school is also a Healthier Generation Alliance School. Additional programs and county health department staff addresses the nutritional issues as identified in specific children.

Housing programs are offered at the district level and are overseen by the Title I office. This program is not applicable to our school.

Bratt Elementary participates in VPK/Head Start.

Adult Education is not applicable at Bratt Elementary, but is offered by local high schools. Pensacola State College also provides programs for adults over 16 years of age.

Teachers integrate career and technical awareness into the regular curriculum.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Karen J. Hall	Principal
Johnnie Ellis	Education Support Employee
Shonna Gilmore	Teacher
Brenda Spencer	Parent
Julie Daw	Parent
Deedra Ward	Parent
Antwinette White	Parent
Tim Hawsey	Business/Community
Shannon Doremus	Parent
Amanda Gibbs	Parent

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 SIP goals were to increase rigor and student engagement. We made learning gains in the area of Reading. Our lower quartile students improved tremendously, although our overall learning gains for math went down. The SAC recommended we continue the strategies used to improve student engagement and add strategies for differentiated instruction to the goal.

Development of this school improvement plan

Each year, the SAC is given end of year data reports. Along with the report and the input of other stakeholders, The committee reviews the School Improvement Plan and gives their input based on the data review. Their suggestions are incorporated into the plan.

Preparation of the school's annual budget and plan

The School Advisory Council participated in a discussion of the school's annual budget including Title I and SAI funds.

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

No funds

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
Hall, Karen	Principal
Jackson, Linda	Assistant Principal
Bryan, Sheila	Guidance Counselor
Bryant, Erin	Teacher, K-12
Calloway, Tami	Teacher, K-12
Cloud, Jessica	Teacher, PreK
Gilman, Heather	Teacher, K-12
Gilmore, Shonna	Teacher, K-12
Golson, Cheryl	Teacher, ESE
Pollard, Emily	Teacher, K-12
Ryan, Kim	Teacher, K-12
Ward, Susan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will be to implement the Common Core Language Arts standards using our reading series, Reading Wonders, and Discovery Education. We will use these programs to create instruction that will address the unique needs of each student and increase rigor at all levels.

The LLT will also plan activities, monitor for consistency among grade levels, and insure opportunities for parent involvement. They will set the grade level goals for the Accelerated Reader program and identify reward. They will plan for activities for Literacy Week and Technology Night for parents. Representatives of K-2 and 3-5 will participate in monthly district meetings and distribute information to grade levels.

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

Our master schedule allows grade levels to have at least 2 days a week of collaborative planning. Each grade level also chooses one afternoon a week to meet and discuss plans and instructional activities for the next week.

One day a week, teachers of special area and ESE, along with the administration monitor lunchtime so classroom teachers can eat lunch together and discuss upcoming activities.

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

We provide The University of West Florida students a place for practicums and student teaching. The principal reviews all applicant postings. The principal and interview committee conduct interviews of qualified applicants. New teachers will be assigned a mentor for support and guidance.

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

Bratt Elementary has two new teachers this year and both have been assigned a mentor. One has never taught before and is participating in the START program for beginning teachers.

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

Teachers will use individual data from student assessments to determine the specific strengths and weakness of the class as well as individual students. Once the deficit areas are determined strategies will be implemented to improve the performance in that area. Students who are not performing on state test will be remediated. Teachers will have small group instruction specific to the individual needs of the student. This may be documented through the MTSS process with graphs and data to show the growth pattern of students . Programs that may be used are Reading Wonders, approaching level interventions; leveled readers; Beverly Tyner, Study Island, Reading Eggs, Six Traits of Writing. In math, the specific remediation programs are Go Math Re-teach, Moby Math and Mega Math. After school tutoring is offered to some students.

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

After each Discovery Education assessment, our faculty analyzes data for each class. This allows teachers to see the individual needs for students and therefore, they are able to plan their instruction. Teachers then assign probes in the Discovery Education program for each individual student to allow them extra practice and remediation in targeted areas.

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

Grade level collaboration, planning and school-wide professional development to improve instructional strategies.

Strategy Rationale

To increase student engagement and differentiated instruction

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hall, Karen, jhall2@escambia.k12.fl.us

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

E3 and classroom walk throughs. Principal will meet with teachers to discuss the effectiveness of the after school program.

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

Preschoolers housed at Bratt Elementary participate in school activities. They have Story Time once a week in the library. At the end of the school year, Preschoolers and Headstart students visit the Kindergarten classrooms to allow students to see and experience Kindergarten for a short time. They visit the Media Center, special area classrooms, and at the end, they visit the cafeteria to have a snack and visit with each other.

Counselors from Bratt Elementary and Ernest Ward Middle School conference and discuss specific needs of students and ways to meet those needs. ESE teachers have transition meetings with Elementary and Middle School discussing transition and needs of their students. Ernest Ward Middle School comes to Bratt Elementary School to introduce middle school to fifth grade students and allow them to ask questions. Students conference with a middle school person about their schedule preferences and sign up for classes.

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. Increase student engagement and differentiated instruction.

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 engagement and differentiated instruction. 1a

G042365

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	53.0
Math Gains	45.0

Resources Available to Support the Goal 2

- Reading Wonders series
- Discovery Education Program
- Instructional Coach

Targeted Barriers to Achieving the Goal 3

- Endurance/Stamina
- Time to analyze data
- Lack of teacher knowledge on student engagement and differentiated instruction

Plan to Monitor Progress Toward G1. 8

Classroom walk-throughs, Assessment results

Person Responsible

Karen Hall

Schedule

Biweekly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Assessment results: Discovery Education, Reading Wonders, and FSA

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 engagement and differentiated instruction. **1**

 G042365

G1.B1 Endurance/Stamina **2**

 B103360

G1.B1.S1 Use reading time to allow students to read silently. **4**

 S114466

Strategy Rationale

Allowing students time to read silently for at least 3 times a week will help students endure the long reading passages on assessments.

Action Step 1 **5**

Teachers will allow students to read silently at least 15 minutes 3 times per week.

Person Responsible

Karen Hall

Schedule

Monthly, from 9/22/2014 to 4/30/2015

Evidence of Completion

Teacher schedules and classroom observations

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

Classroom walk-throughs for follow-up

Person Responsible

Karen Hall

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Feedback to teachers, E3 evaluations and conferences, and Reading assessments

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

Student will increase their endurance in reading.

Person Responsible

Karen Hall


Schedule

Every 2 Months, from 10/1/2014 to 5/1/2015

Evidence of Completion

Principal and Elementary Resource Teacher observations and Reading assessments

G1.B2 Time to analyze data **2**

 B103361

G1.B2.S1 Teachers will be provided a substitute for a half day to analyze data and plan for instruction after each Discovery Education assessment period. **4**

 S124704

Strategy Rationale

Teachers will be able to assign probes through Discovery Education to help differentiate student instruction.

Action Step 1 **5**

Teachers will be provided a substitute for a half day to analyze data and plan for instruction.

Person Responsible

Linda Jackson

Schedule

Semiannually, from 9/22/2014 to 4/30/2015

Evidence of Completion

Discovery Education Data, Classroom walk-throughs

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

Classroom walk-throughs for follow-up

Person Responsible

Karen Hall

Schedule

Biweekly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Feedback for teachers, E3 evaluations and conferences, and Reading assessments

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

Elementary Resource Teacher will monitor student progress in the Discovery Education program.

Person Responsible

Linda Jackson

Schedule

Semiannually, from 9/29/2014 to 4/30/2015


Evidence of Completion

Discovery Education results

G1.B3 Lack of teacher knowledge on student engagement and differentiated instruction 2

 B113190

G1.B3.S1 Provide professional development on how to use small group instruction and engage students. 4

 S124588

Strategy Rationale

Increasing a teacher's knowledge of how to use small group instruction and engage students will help increase student achievement.

Action Step 1 5

Instructional Coach will provide training for classroom teachers on small group instruction and student engagement.

Person Responsible

Linda Jackson

Schedule

Every 2 Months, from 9/22/2014 to 4/30/2015

Evidence of Completion

Training agenda and teacher feedback

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom walk-thorughs for follow-up

Person Responsible

Karen Hall

Schedule

Biweekly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Feedback for tachers, E3 evaluations and conferences, and Reading assessments

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Observations of small group and student engagement

Person Responsible

Karen Hall

Schedule

Biweekly, from 10/1/2014 to 4/30/2015

Evidence of Completion

E3 evaluations and conferences, and Reading assessments

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	Teachers will allow students to read silently at least 15 minutes 3 times per week.	Hall, Karen	9/22/2014	Teacher schedules and classroom observations	4/30/2015 monthly
G1.B3.S1.A1	Instructional Coach will provide training for classroom teachers on small group instruction and student engagement.	Jackson, Linda	9/22/2014	Training agenda and teacher feedback	4/30/2015 every-2-months
G1.B2.S1.A1	Teachers will be provided a substitute for a half day to analyze data and plan for instruction.	Jackson, Linda	9/22/2014	Discovery Education Data, Classroom walk-throughs	4/30/2015 semiannually
G1.MA1	Classroom walk-throughs, Assessment results	Hall, Karen	10/1/2014	Assessment results: Discovery Education, Reading Wonders, and FSA	4/30/2015 biweekly
G1.B1.S1.MA1	Student will increase their endurance in reading.	Hall, Karen	10/1/2014	Principal and Elementary Resource Teacher observations and Reading assessments	5/1/2015 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Classroom walk-throughs for follow-up	Hall, Karen	10/1/2014	Feedback to teachers, E3 evaluations and conferences, and Reading assessments	5/1/2015 monthly
G1.B3.S1.MA1	Observations of small group and student engagement	Hall, Karen	10/1/2014	E3 evaluations and conferences, and Reading assessments	4/30/2015 biweekly
G1.B3.S1.MA1	Classroom walk-throughs for follow-up	Hall, Karen	10/1/2014	Feedback for teachers, E3 evaluations and conferences, and Reading assessments	4/30/2015 biweekly
G1.B2.S1.MA1	Elementary Resource Teacher will monitor student progress in the Discovery Education program.	Jackson, Linda	9/29/2014	Discovery Education results	4/30/2015 semiannually
G1.B2.S1.MA1	Classroom walk-throughs for follow-up	Hall, Karen	10/1/2014	Feedback for teachers, E3 evaluations and conferences, and Reading assessments	5/1/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student engagement and differentiated instruction.

G1.B2 Time to analyze data

G1.B2.S1 Teachers will be provided a substitute for a half day to analyze data and plan for instruction after each Discovery Education assessment period.

PD Opportunity 1

Teachers will be provided a substitute for a half day to analyze data and plan for instruction.

Facilitator

Sharon Cardwell

Participants

Classroom and ESE Teachers

Schedule

Semiannually, from 9/22/2014 to 4/30/2015

G1.B3 Lack of teacher knowledge on student engagement and differentiated instruction

G1.B3.S1 Provide professional development on how to use small group instruction and engage students.

PD Opportunity 1

Instructional Coach will provide training for classroom teachers on small group instruction and student engagement.

Facilitator

Sharon Cardwell, Instructional Coach

Participants

All Teachers

Schedule

Every 2 Months, from 9/22/2014 to 4/30/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase student engagement and differentiated instruction.	2,880
Grand Total	2,880

Goal 1: Increase student engagement and differentiated instruction.

Description	Source	Total
B2.S1.A1	Title I Part A	2,880
Total Goal 1		2,880