# Palmetto Elementary School



## 2014-15 School Improvement Plan

# Palmetto Elementary School

315 PALMETTO ST, Poinciana, FL 34759

http://schools.polk-fl.net/palmettoknights

## School Demographics

| School Type | Title I | Free/Reduced Price Lunch |
|---|---|---|
| Elementary | Yes | 52% |

| Alternative/ESE Center | Charter School | Minority |
|---|---|---|
| No | No | 87% |

## School Grades History

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

## School Board Approval

This plan is pending approval by the Polk County School Board.

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

## Table of Contents

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Focus | 3 | Ella Thompson |

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

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

To provide a diverse education for all students through rigorous quality instructions delivered in a safe, supportive environment in order to foster a lifetime of learning excellence.

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

The vision of Palmetto Elementary is to educate and prepare all students in reaching their highest potential and becoming productive citizens of their community.

#### School Environment

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

Each parent is asked to complete a Home Language Survey when their child is enrolled. A survey is also conducted near the beginning of the school year as to which language parents would prefer to receive communication from school. As the population of our school is primarily Hispanic, we celebrate Hispanic Heritage month and encourage both staff and students to share about their culture. Our school encourages teachers and staff members to build relationships with students and families through holding several family nights during the school year. Teachers create a safe environment of mutual respect for their students. Teachers frequently conference with students and parents in order to provide feedback.

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

Students are always supervised on campus, from the moment they enter the gates in the morning to the moment they leave in the afternoon. Students are encouraged to try new things and understand that learning takes practice. Students are encouraged to put forth their best effort and show growth.

##### 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

Palmetto Elementary uses the PBS behavioral program. Students are taught the expectations and teachers and staff model the desired behaviors. The PBS team provides continuous trainings to staff to ensure the system is fair and consistent.

##### 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

Students with social-emotional needs may be referred to the Guidance office by any staff member. The Guidance Counselor meets with students and parents to determine the best way to meet the student's individual needs. Community resources, guidance counseling, mental health services, or behavioral interventions may be recommended and implemented.

#### 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**

A district report is compiled monthly identyfing students meeting the criteria for the Early Warning System.
> Attendance below the 90%
> One or more in or out of school suspensions
> Course Failure of English Language Arts or Mathematics
> Level 1 score on statewide , standarized 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 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 1 | 2 | 1 | 1 | 4 | 9 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 7 | 9 | 36 | 33 | 49 | 134 |

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

| Indicator | Grade Level 4 | Total |
|---|---|---|
| Students exhibiting two or more indicators | 3 | 3 |

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

Reading Interventionist- will service the lowest 25% of students in third grade to improve academic performance in reading.
Math Coach- Will provide PLC to increase teachers knowledge and provide strategies to promote a rigourous math program that will improve student performance in Math.
Guidance Counselor-Will provide guidance for Student and Parents on behavioral concerns causing disruption for the learning process
Teachers along with LEA personel will use the RTI process where needed.
Home Visits by the Social Worker
Consistent monitoring of students
Parent workshops and resources provided by Title I to provide parents with the necessary tools to assist students in the home environment.

## 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/200777.

*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**

Palmetto Elementary builds and sustains partnership with the Poinciana community through its' School Advisory Council, A school Representative serves on the local Hospital Council, as well as participation in community affairs and activities.

## 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 |
| --- | --- |
| Craft, Carolyn | Other |
| Kulcher, Lyndsy | Assistant Principal |
| Santiago, Edgar | Principal |
| Peabody, Brook | Instructional Technology |
| Holmberg, Robert | Instructional Coach |
| Short, Jessica | Instructional Coach |
| Shifley, Sarah | Guidance Counselor |
| McCall, Pamela | Instructional Media |

### Duties

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

Edgar Santiago -Principal-
The principal provides a common vision for the use of data-based decision making, models the problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide.
Brook Peabody -Network Manager-
Develops the necessary technology to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphs.
Lyndsy Kulcher- Assistant Principal-
Assists principal in providing a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the implementation of MTSS.

Robert Holmberg- Resource Teachers
Develop, lead, and evaluate school core content standard/programs; assist with whole school screening programs that provide live data on student performance.
Carolyn Craft -Reading Interventionist Assist in data analysis , works with lowest 25% of third graders and fourth grade students promoted with portfolios.

***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 MTSS team is part of the Leadership Team of the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The MTSS team will meet at least once per month (or more frequently as needed) to engage in the following activities:
*Review school-wide grade level and teacher data to problem-solve needed interventions on level and identify students meeting/exceeding benchmarks, as well as those at moderate to high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data becomes available.
*Help teachers design feasible strategies and interventions for struggling students by collaborating regularly problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.
*Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
*Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.
*Intervention teams also foster a sense of collegiality and mutual support among educator, promote the use of evidence based interventions and support teachers in carrying out intervention plans.
Title I , Part A--Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates summer schol programs.
Title I, Part D--District supports the Educational Alternative outreach program. These services are coordinated with the district Drop-Out Prevention programs.
Title III---Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X---District Homeless Social Worker provides resources for students identified as homeless.
Violence Prevention Programs--- Palmetto Elementary offers a non-violence and anti-drug program to students that incorporate field trips, community service.
Nutrition Program---All students at Palmetto Elementary recieves breakfast and lunch at no charge.
Head Start--- We have no Head Start this school year.
Title I -School Readiness

## School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|---|---|
| Edgar Santiago | Principal |
| Steven Perez | Parent |
| Carolyn Craft | Education Support Employee |
| Anna Perez | Teacher |
| Tony Claudio | Business/Community |
| Brook Peabody | Education Support Employee |
| Robert Holmberg | Education Support Employee |

**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 School Advisory Committee meet in Octoberber to approve the School Improvement Plan. It is at this meeting the committee evaluated the plan, made changes as to how the 1% from Title I willbe used for parental involment. A motion was made and second to accept the 2013-2014 School Improvement Plan.

*Development of this school improvement plan*

The SAC has an active role in the development of the SIP. During the May meeting, the SAC provides a list of suggestions and recommendations for implementation for the upcoming year. After approval, the writers of the SIP incorporate the council's ideas. The completed plan is brought back to the council for approval.

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

The School Advisory Council discusses golas of the school in relationship to the school improvement plan, needed resources and available funds.The proposed expenditures are then discussed and either approved or rejected by the council.

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

N/A

***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 |
|------|-------|
| Kulcher, Lyndsy | Assistant Principal |
| Craft, Carolyn | Other |
| Holmberg, Robert | Instructional Coach |
| Peabody, Brook | Other |
| Santiago, Edgar | Principal |
| Short, Jessica | Instructional Coach |
| McCall, Pamela | Instructional Media |

**Duties**

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

The major initiatives of the LLT this year will be unpacking the standards, increase teachers usage of data to drive instruction, analysis of FAIR assessment data to identify areas of academic weaknesses for remediation,analysis of classroom data to identify areas of academic weakness for remediation, implement increased iii time and for all students not proficient in reading, increase utilization of written summaries in all content areas, implement the reading curriculum with fidelity reducing the number of level 1's and 2's in reading measured by state testing while increasing the number of level 4's and 5's and Reading Interventionist providing extra reading instruction to the lowest 25% of third graders and portifolios promoted students in fourth grade.

## Public and Collaborative Teaching

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

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

All grade levels have common planning time and meet as a team twice a week for collaborative planning. Teachers ae encouraged and rewarded for sharing of teaching and modeling tips to their peers.

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

1. Utilize the district's Recruitment and Hiring System, ---Principal and Assistant Principal
2. Partner new teachers with Resource Teachers,--- Principal and Assistant Principal
3. Build a purposeful school community with a focus on culture, ideas, and beliefs----Principal and Assistant Principal
4. Set a clear vision and mission for our school-----Principal and Assistant Principal
5. District assigned coaches will collaborate with new teachers.
6. Grade Levels meet with Principal and Asst. Principal weekly for team building, academic support, and review of data

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

Beginning teachers and teachers new to our school are paired with resource teachers in the area of their expertise. They meet weekly to discuss issues or concerns. Teachers are continuously being mentored in reading math, science and assessing students as well as understanding data and allowing the data to drive instruction. Pairing teachers with resource teachers will allow these teachers to gain knowledge and strategies from experienced teachers. In addition , new teachers participates in the Teacher Induction Program Seminar(TIPS) provided by the district.

## 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***

Palmetto will ensure its core instructional program and materials are aligned with the standards by providing professional development in unpacking the standards, collaborative planning within the grade level and cross grade levels, with instructional coaches. The administration will provide support and feedback from walkthroughs and review of lesson plans.

#### 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***

Palmetto Elementary uses:
FAIR Data to identify skills students are not proficient in
Weekly Wonders assessments to determine mastery
Beginning of year math assessment to identify areas of needed remediation
Ongoing Math assessments to determine mastery
Reading Wonders leveled texts, leveled assessments, center groups
Teachers remediate skills not mastered
FCRR,FAIR researched-based center activities focused on skills not proficient
Math-Small group rememdiation with teacher
Use of manipulatives
Center activities based on skills not proficient

***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:** 60

An after-school program will target the ELL students only at this time.

*Strategy Rationale*

*Strategy Purpose(s)*

- Enrichment activities that contribute to a well-rounded education

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

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

Student progress will be monitored through benchmark testing and iReady, a computer-based 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*

Palmetto Elementary conducts a Kindergarten Round-up in April to register new students. During Round-Up, students will be provided with academic and social materials for parents to work at home in preparing students for Kindergarten. Palmetto uses a variety of readiness screening tools within the first thirty days of school to assess the preparedness of all student arriving in kindergarten. These include: FLKRS, Discovery Education benchmark assessments, teacher-made assessments, and teacher observations. The Kindergarten teachers administer these assessments. As a result of this screening, the kindergarten teachers and administration are able to target specific needs for intervention.

**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*

Non-Applicable

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

Non-Applicable

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

Non-Applicable

*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*

Non-Applicable

# 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.**     Teachers will collaboratively plan standard based instruction that includes differentiated instruction aimed at maximizing student engagement and achievement.

## 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.** Teachers will collaboratively plan standard based instruction that includes differentiated instruction aimed at maximizing student engagement and achievement. `1a`

G049097

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| AMO Math - All Students | 66.0 |
| AMO Reading - All Students | 60.0 |

## Resources Available to Support the Goal `2`

- Professional Development and training

- Reading and Math Coaches

- Reading Maps

- Reading Wonders

- Go Math

- Kagan Strategies

- Reading Interventionist

## Targeted Barriers to Achieving the Goal `3`

- Lack of collaborative planning to ensure all teachers are creating activities that match the standards.

- Students not engaged due to lack of planning collaborative structures.

- Teachers unable to maximize instructional time, differentiate instructions, pacing to align with curriculum maps, and setting the purpose for learning.

## Plan to Monitor Progress Toward G1. `8`

During weekly leadership and administrators meetings, classroom walkthrough data will be collected and discussed to determine implementation of standard based instruction and identify struggling teachers for coaching support. Progress monitoring of student achievement will be collected, discussed and analyzed to determine student needs and growth.(FAIR, formative assessments, district wide assessments

### Person Responsible
Lyndsy Kulcher

### Schedule
Weekly, from 11/3/2014 to 6/4/2015

### *Evidence of Completion*
Minutes from administrators and leadership meetings that reflects discussions of data and next steps for support, tools for data collection (chart, spreadsheet,)FAIR district wide results.

## 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.** Teachers will collaboratively plan standard based instruction that includes differentiated instruction aimed at maximizing student engagement and achievement. `1`

🔑 G049097

**G1.B1** Lack of collaborative planning to ensure all teachers are creating activities that match the standards. `2`

🔑 B122698

**G1.B1.S1** School based and district coaches will facilitate unpacking of the standards giving teachers a better understanding of what is expected of students in each grade level and to gain greater insight as to what each standard is addressing. `4`

🔑 S134904

#### Strategy Rationale

For teachers to deliver rigorous, and differentiated instructions that are aligned with assessments they must understand the standards and expectations.

#### Action Step 1 `5`

School based and district coaches will facilitate in unpacking the standards during collaborative planning

**Person Responsible**

Edgar Santiago

**Schedule**

Weekly, from 10/28/2014 to 6/5/2015

***Evidence of Completion***

Unpacking tool, agenda, sign-in -sheet, lesson plans

**Action Step 2** `5`

Teachers doing collaborative planning, teachers will plan Standard based lessons using the unpacking tool, curriculum maps, district resources and test items specifications.

### Person Responsible

Jessica Short

### Schedule

Weekly, from 10/28/2014 to 6/5/2015

### *Evidence of Completion*

lesson plans ,completed unpacking tool

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

Administrators will attend weekly collaborative common planning sessions to support coaches and teachers. Unpacking tool will be completed and lesson plans will be completed. Administrators will revise lesson plans to ensure activities planned align to the standards

### Person Responsible

Lyndsy Kulcher

### Schedule

Weekly, from 9/4/2014 to 6/4/2015

### *Evidence of Completion*

unpacking tool, agenda, coaches binder and lesson plans.

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

An increase number standard based lessons created by teachers and observed by administrators.

### Person Responsible

Lyndsy Kulcher

### Schedule

Weekly, from 11/4/2014 to 6/4/2015

### *Evidence of Completion*

Carbon copy of feedback, observation of data

**G1.B2** Students not engaged due to lack of planning collaborative structures. `2`

**G1.B2.S1** Setting the purpose for learning for students while creating engaging activities and a student-centered classroom. `4`

### Strategy Rationale

Students participation will increase and learning will take place.

**Action Step 1** `5`

Professional development on collaborative structure will be provided for all teachers. Administrators will communicate expectations for implementation of collaborative structures.

#### Person Responsible

Edgar Santiago

#### Schedule

Semiannually, from 10/28/2014 to 6/5/2015

#### *Evidence of Completion*

Power point presentation, handouts, agenda, sign-in sheets, e-mail communicating expectation of implementation

**Action Step 2** `5`

Teachers will embed collaborative structured activities during the planning and delivery of lessons.

#### Person Responsible

Edgar Santiago

#### Schedule

Daily, from 10/28/2014 to 6/5/2015

#### *Evidence of Completion*

Lesson Plans, classroom walkthrough data

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

Administrators will monitor engagement through classroom walkthroughs and lesson plans

### Person Responsible

Edgar Santiago

### Schedule

Weekly, from 10/28/2014 to 6/4/2015

### *Evidence of Completion*

Lesson Plans and observational data

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

Quantify data from walkthroughs before professional development and walkthroughs after professional development to measure the increased of student engagement activities during daily instruction.

### Person Responsible

Lyndsy Kulcher

### Schedule

Daily, from 10/28/2014 to 6/4/2015

### *Evidence of Completion*

Quantifying classroom data that shows increase of studen engagement

**G1.B2.S2** Teachers will deliver appropriate purposeful leveled Standard Based Instruction that is engaging, meaningful and challenging. 4

🔑 S134930

### Strategy Rationale

Students of all levels needs will be met.

### Action Step 1  5

A Professional development in collaborative structures.

#### Person Responsible

Edgar Santiago

#### Schedule

Quarterly, from 11/19/2014 to 6/4/2015

#### *Evidence of Completion*

handout, agenda, sign-in-sheet

### Action Step 2  5

Teachers will implement lessons to engage students.

#### Person Responsible

Edgar Santiago

#### Schedule

Daily, from 12/1/2014 to 6/4/2015

#### *Evidence of Completion*

### Plan to Monitor Fidelity of Implementation of G1.B2.S2  6

Administrators will monitor engagement through classroom walkthroughs and lesson plans

#### Person Responsible

Edgar Santiago

#### Schedule

Daily, from 12/1/2014 to 6/4/2015

#### *Evidence of Completion*

Lesson Plans and classroom walkthroughs

## Plan to Monitor Fidelity of Implementation of G1.B2.S2  6

Administrators will conduct classroom walkthroughs to ensure that student engagement are occurring daily.

### Person Responsible

Edgar Santiago

### Schedule

Daily, from 12/1/2014 to 6/4/2015

### *Evidence of Completion*

Classroom walkthrough data

## Plan to Monitor Effectiveness of Implementation of G1.B2.S2  7

Evaluative and non-evaluative walkthroughs,

### Person Responsible

Edgar Santiago

### Schedule

Daily, from 10/29/2014 to 6/4/2015

### *Evidence of Completion*

Student Achievement,quantifying data from walkthroughs and coaches

**G1.B3** Teachers unable to maximize instructional time, differentiate instructions, pacing to align with curriculum maps, and setting the purpose for learning. 2

B122839

**G1.B3.S1** Teachers will deliver standard based lessons aligned to the standards, use time wisely and pacing aligned to the district maps. 4

S144459

### Strategy Rationale

Bell to bell instruction will assist teachers in delivering standard based lessons within the time frame allotted.

### Action Step 1 5

Teachers will provide bell to bell instruction following the instructional framework established by administrators.

**Person Responsible**

Edgar Santiago

**Schedule**

Daily, from 12/1/2014 to 6/4/2015

*Evidence of Completion*

Instructional framework, email communication of expectations for bell to bell instruction following instructional framework.

### Action Step 2 5

Teachers will deliver standard based instruction following the lesson plans that were developed during collaborative planning.

**Person Responsible**

Edgar Santiago

**Schedule**

Daily, from 11/3/2014 to 6/5/2015

*Evidence of Completion*

Lesson plans, observational data,

### Action Step 3 [5]

Administrators will identify teachers in need of support for standard based instruction through the of the use coaching cycle.

**Person Responsible**

Jessica Short

**Schedule**

Weekly, from 12/15/2014 to 6/5/2015

***Evidence of Completion***

Coaching cycle log, coaches schedule or calendar for support

### Action Step 4 [5]

Teachers will utilize progress monitoring data to provide small group differentiated instruction.

**Person Responsible**

Edgar Santiago

**Schedule**

Weekly, from 12/15/2014 to 6/5/2015

***Evidence of Completion***

Data from small group

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 [6]

Administrators will conduct classroom walkthroughs to monitor implementation of the instructional framework. Evaluative and non-evaluative walkthroughs feedback will be provided by administrators

**Person Responsible**

Edgar Santiago

**Schedule**

Daily, from 11/3/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, tool for walkthrough data, copies of walkthrough feedback

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

Administrators will conduct daily classroom walkthroughs to monitor delivery of standard based instruction. During leadership meetings administrators will discuss this data, assign coaches to support teachers, and coaches will discuss coaching cycles done with previously assigned teachers.

### Person Responsible

Edgar Santiago

### Schedule

Daily, from 11/11/2014 to 6/5/2015

### *Evidence of Completion*

Lesson plans, tool for walkthroughs data, copies of walkthrough feedback, completed coaching cycle logs

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

Quantified classroom data that shows an increase of standard based lessons. Progress monitoring of student achievement to determine growth.

### Person Responsible

Edgar Santiago

### Schedule

Weekly, from 11/3/2014 to 6/4/2015

### *Evidence of Completion*

Quantified data from classroom walkthrough, Progress Monitoring (FAIR, formative assessments, district wide 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.B2.S2.A1 | A Professional development in collaborative structures. | Santiago, Edgar | 11/19/2014 | handout, agenda, sign-in-sheet | 6/4/2015 quarterly |
| G1.B2.S1.A1 | Professional development on collaborative structure will be provided for all teachers. Administrators will communicate expectations for implementation of collaborative structures. | Santiago, Edgar | 10/28/2014 | Power point presentation, handouts, agenda, sign-in sheets, e-mail communicating expectation of implementation | 6/5/2015 semiannually |

| 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 | School based and district coaches will facilitate in unpacking the standards during collaborative planning | Santiago, Edgar | 10/28/2014 | Unpacking tool, agenda, sign-in -sheet, lesson plans | 6/5/2015 weekly |
| G1.B3.S1.A1 | Teachers will provide bell to bell instruction following the instructional framework established by administrators. | Santiago, Edgar | 12/1/2014 | Instructional framework, email communication of expectations for bell to bell instruction following instructional framework. | 6/4/2015 daily |
| G1.B2.S2.A2 | Teachers will implement lessons to engage students. | Santiago, Edgar | 12/1/2014 | | 6/4/2015 daily |
| G1.B1.S1.A2 | Teachers doing collaborative planning, teachers will plan Standard based lessons using the unpacking tool, curriculum maps, district resources and test items specifications. | Short, Jessica | 10/28/2014 | lesson plans ,completed unpacking tool | 6/5/2015 weekly |
| G1.B2.S1.A2 | Teachers will embed collaborative structured activities during the planning and delivery of lessons. | Santiago, Edgar | 10/28/2014 | Lesson Plans, classroom walkthrough data | 6/5/2015 daily |
| G1.B3.S1.A2 | Teachers will deliver standard based instruction following the lesson plans that were developed during collaborative planning. | Santiago, Edgar | 11/3/2014 | Lesson plans, observational data, | 6/5/2015 daily |
| G1.B3.S1.A3 | Administrators will identify teachers in need of support for standard based instruction through the of the use coaching cycle. | Short, Jessica | 12/15/2014 | Coaching cycle log, coaches schedule or calendar for support | 6/5/2015 weekly |
| G1.B3.S1.A4 | Teachers will utilize progress monitoring data to provide small group differentiated instruction. | Santiago, Edgar | 12/15/2014 | Data from small group | 6/5/2015 weekly |
| G1.MA1 | During weekly leadership and administrators meetings, classroom walkthrough data will be collected and discussed to determine implementation of standard based instruction and identify struggling teachers for coaching support. Progress monitoring of student achievement will be collected, discussed and analyzed to determine student needs and growth.(FAIR, formative assessments, district wide assessments | Kulcher, Lyndsy | 11/3/2014 | Minutes from administrators and leadership meetings that reflects discussions of data and next steps for support, tools for data collection (chart, spreadsheet,)FAIR district wide results. | 6/4/2015 weekly |
| G1.B1.S1.MA1 | An increase number standard based lessons created by teachers and observed by administrators. | Kulcher, Lyndsy | 11/4/2014 | Carbon copy of feedback, observation of data | 6/4/2015 weekly |
| G1.B1.S1.MA1 | Administrators will attend weekly collaborative common planning sessions to support coaches and teachers. Unpacking tool will be completed and lesson plans will be completed. Administrators will revise lesson plans to ensure activities planned align to the standards | Kulcher, Lyndsy | 9/4/2014 | unpacking tool, agenda, coaches binder and lesson plans. | 6/4/2015 weekly |
| G1.B2.S1.MA1 | Quantify data from walkthroughs before professional development and walkthroughs after professional development to measure the increased of student engagement activities during daily instruction. | Kulcher, Lyndsy | 10/28/2014 | Quantifying classroom data that shows increase of studen engagement | 6/4/2015 daily |
| G1.B2.S1.MA1 | Administrators will monitor engagement through classroom walkthroughs and lesson plans | Santiago, Edgar | 10/28/2014 | Lesson Plans and observational data | 6/4/2015 weekly |
| G1.B3.S1.MA1 | Quantified classroom data that shows an increase of standard based lessons. | Santiago, Edgar | 11/3/2014 | Quantified data from classroom walkthrough, Progress Monitoring | 6/4/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| | Progress monitoring of student achievement to determine growth. | | | (FAIR, formative assessments, district wide assessments) | |
| G1.B3.S1.MA1 | Administrators will conduct classroom walkthroughs to monitor implementation of the instructional framework. Evaluative and non-evaluative walkthroughs feedback will be provided by administrators | Santiago, Edgar | 11/3/2014 | Lesson plans, tool for walkthrough data, copies of walkthrough feedback | 6/4/2015 daily |
| G1.B3.S1.MA3 | Administrators will conduct daily classroom walkthroughs to monitor delivery of standard based instruction. During leadership meetings administrators will discuss this data, assign coaches to support teachers, and coaches will discuss coaching cycles done with previously assigned teachers. | Santiago, Edgar | 11/11/2014 | Lesson plans, tool for walkthroughs data, copies of walkthrough feedback, completed coaching cycle logs | 6/5/2015 daily |
| G1.B2.S2.MA1 | Evaluative and non-evaluative walkthroughs, | Santiago, Edgar | 10/29/2014 | Student Achievement,quantifying data from walkthroughs and coaches | 6/4/2015 daily |
| G1.B2.S2.MA1 | Administrators will monitor engagement through classroom walkthroughs and lesson plans | Santiago, Edgar | 12/1/2014 | Lesson Plans and classroom walkthroughs | 6/4/2015 daily |
| G1.B2.S2.MA1 | Administrators will conduct classroom walkthroughs to ensure that student engagement are occurring daily. | Santiago, Edgar | 12/1/2014 | Classroom walkthrough data | 6/4/2015 daily |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

# Professional Development Opportuntities

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

**G1.** Teachers will collaboratively plan standard based instruction that includes differentiated instruction aimed at maximizing student engagement and achievement.

**G1.B2** Students not engaged due to lack of planning collaborative structures.

**G1.B2.S1** Setting the purpose for learning for students while creating engaging activities and a student-centered classroom.

### PD Opportunity 1

Professional development on collaborative structure will be provided for all teachers. Administrators will communicate expectations for implementation of collaborative structures.

**Facilitator**

Teachers, School and district coaches

**Participants**

Teachers

**Schedule**

Semiannually, from 10/28/2014 to 6/5/2015

**G1.B2.S2** Teachers will deliver appropriate purposeful leveled Standard Based Instruction that is engaging, meaningful and challenging.

### PD Opportunity 1

A Professional development in collaborative structures.

**Facilitator**

Coaches and Edgar Santiago,Principal

**Participants**

Faculty,administrators

**Schedule**

Quarterly, from 11/19/2014 to 6/4/2015

## Technical Assistance Items

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

**G1.** Teachers will collaboratively plan standard based instruction that includes differentiated instruction aimed at maximizing student engagement and achievement.

**G1.B2** Students not engaged due to lack of planning collaborative structures.

**G1.B2.S2** Teachers will deliver appropriate purposeful leveled Standard Based Instruction that is engaging, meaningful and challenging.

### PD Opportunity 1

Teachers will implement lessons to engage students.

#### Facilitator

Edgar Santiago, Principal

#### Participants

Teachers

#### Schedule

Daily, from 12/1/2014 to 6/4/2015

# Budget Rollup

| Summary | |
|---|---|
| **Description** | **Total** |
| **Grand Total** | **0** |