

Walker Elementary School (Magnet)



2014-15 School Improvement Plan

Walker Elementary School (Magnet)

1001 NW 4TH ST, Fort Lauderdale, FL 33311

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
99%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

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

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

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
Priority	5	Gayle Sitter
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 Walker Elementary School of the Arts is to provide students with a quality education within a safe and secure learning environment.

Provide the school's vision statement

We believe that all students can achieve at their highest potential given the opportunity to grow in the area of academics, social skills and in the visual and performing arts, to be prepared for the competitive world of college and career, with 21st Century skills.

School Environment

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

In order to develop skills for cross cultural backgrounds, all staff will become knowledgeable of students' cultural backgrounds and experiences. By gaining general knowledge about students' cultures, this insight will give teachers a sense of perception about behavior, communication, and learning styles. Students are more likely to succeed if they feel connected to the school in a positive manner which will therefore create a quality classroom environment. Throughout the school year, students will be engaged in activities that will highlight the students' origins and/or creating projects that promote themes of diversity, tolerance, and sense of community.

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

Walker Elementary is a school that promotes a safe and respectful environment before, during, and after school where the students have an open door policy to share their concerns. The school is committed to promoting safety and respect, which is essential for teaching and learning. The school is also committed to reinforcing positive tenets of character education through guidance where the students are able to incorporate and model monthly expectations throughout the school year. It is critical to establish clear expectations where the students feel safe and respected by: being explicit about expectations, engage students in discussions regarding class norms, model the behavior Walker Elementary expects, and provides ample opportunities for students to practice.

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

Walker Elementary's school wide behavioral plan involves six comprehensive steps that will help minimize distractions to keep students engaged during instructional time. Step one involves collecting behavior data and analyze the top 10 incidents that occurred in the previous school year (2013-2014). Step two targets the behavior benchmark by decreasing the school wide target behavior by 50% where the students are in compliance of keeping all hands, body parts, and objects to yourself. Step three documents resources that are needed to reach the behavior target benchmarks. CHAMPS, Character Education, and a Comprehensive Mentoring Program(s) are resources that will be implemented with fidelity to reach Walker Elementary's target behavior benchmarks. Step four

involves implementation of the CHAMPS Behavior Management System. Teachers and staff have been trained in CHAMPS before the beginning of the school year with on going I training/sharing of Best Practices throughout the school year to reinforce consistent use of the CHAMPS behavior program school wide. Additionally, all staff will complete any and all anti-bullying training provided by the district. All staff will implement CHAMPS daily with all students to ensure school wide adherence and consistency. Step five targets professional development and community involvement strategies that will assist with minimizing distractions that may occur in the classrooms. Step six monitors the School-Wide Positive Behavior Plan and implementation strategies in order to make data driven decisions. Administration and support staff will monitor behavior data weekly and discuss progress at weekly Support Team meetings. Additionally, topics will be a standing agenda item during monthly Grade Chair Release meetings.

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

Walker Elementary ensures the social-emotional needs of all learners are met by implementing a comprehensive mentoring program. At Walker Elementary we have formed partnerships with the local organizations that lend their time to assist our students. The mentoring organizations are geared to promote positive social interactions between the students and adults that are aligned together in order to promote authenticity, empathy, collaboration, and companionship to develop the whole child (student centered). Walker Elementary will promote a healthy understanding of the developmental issues that mentees may experience to help build open relationships that will lead to life-long partnerships.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parent involvement at Walker Elementary is very low. Our target is to increase parent involvement by 25%.

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

At Walker Elementary our Performing and Visual Arts program is well known throughout our community and as a result, we have had the opportunity of forming loyal partnerships with organizations such as the Urban League, L. A. Lee YMCA, Mount Olive Church and a number of businesses that have graciously offered monetary assistance as well human resources. Our parents are also very proud of our performing arts program and as a result, they attend many performances throughout the school year which serves as a draw for them to attend in the evenings.

In addition, we provide a parent resource center on campus that invites parents to come in and use the technology for their personal use.

At Walker we will continue to provide Title 1 parent nights that provide information on such topics as Anti-Bullying, Science, Math and Literacy. We integrate the academics with the performing arts to build interest among our parents and community.

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
Mays, Lisa	Principal
Rivera, Gisela	Assistant Principal

Duties

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

Lisa Mays, Principal, Monitors curriculum instruction, analyzes assessment data and instructional practices and provides support to teachers and staff. Gigi Rivera, Assistant Principal – Monitors curriculum instruction and disciplinary concerns and provides support to teachers and staff. The school based RTI/MTSS Leadership Team consists of Ms. L. Mays, Principal, Ms. G. Rivera, Assistant Principal, Ms. G. Walker, Guidance Counselor, Ms. L. Facey, Reading Specialist, Ms. N. Jean, Math Coach, Ms. S. Schwartz, ESE Specialist, Ms. S. Johnson, Social Worker, Ms. Sanderson, School Psychologist, classroom teachers and students' Parent or Guardian. The RTI meetings are held twice monthly (Mondays) to discuss intervention plans for students with academic and behavior concerns. The MTSS/Rtl Team will work collaboratively with SAC to assist in the development and implementation of the SIP. The following problem solving process will be used to develop and implement the SIP:

1. Identify problems found in reading, math, writing, science, attendance, behavior, and parental involvement.
2. Analyze data to identify why the problems exist.
3. Develop and implement an Intervention Plan with goals, objectives, timelines and support.
4. Establish a monitoring process for anticipated outcomes.

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 assistant principal and guidance counselor preside over RTI/MTSS meetings. The RTI/MTSS meets every second and fourth Monday. Ms. G. Rivera and Ms. G. Walker are the Co-Facilitators of the RTI/MTSS Team. A support staff member is assigned to a grade level in the role of liaison between the grade levels and administration to provide continuous support throughout the school year. The support staff lends assistance to the faculty and staff by providing training and human resource. The SAC officers oversee the SIP and insure that the staff maintains the focus described in the SIP.

A support staff member will be assigned to each grade level to provide the following: support through modeling lessons, working with low or high performing students (i.e., team teaching), assisting with

integrating technology into lessons, monitoring classroom instruction daily, completing and sharing classroom walkthrough findings. They will also ensure that teachers have the necessary materials and supplies needed to meet the needs of their students. All grade level concerns will be discussed at the weekly support staff meetings held on Thursdays.

Walker Elementary has a variety of programs that are funded in part by federal, state and local funds. Accelerated Reader, general funds, iReady - technology - Accountability funds, First in Math, School Improvement Grant.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
	Student

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

Development of this school improvement plan

The SAC meets on a monthly basis. Informal and formal assessments, BAT and FCAT test score results and trends are discussed and evaluated. Specific programs are incorporated into the daily instruction as a result of the specific needs of the students. Recommendations and research is done to insure that the resources are provided, and that hte appropriate strategies are included in the SIP. The SAC makes recommendations, approves the SIP and monitors improvement.

Preparation of the school's annual budget and plan

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

Technology iReady computer based program \$4,000 cost for a subscription in the area of reading, \$500 Professional Development cost.

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
Mays, Lisa	Principal
Rivera, Gisela	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives will be the early detection of weakness in literacy for students in the primary grades. Students in the primary grades will be focused upon and assessed to insure continued success in the area of literacy. Early detection will insure that the students are targeted for remedial, intensive differentiated instruction.

Students in the intermediate grades showing deficiencies in the area of literacy will be assigned to intensive reading instruction groups, using programs that focus on intensive, remedial basic literacy skills, as listed in the Rtl section within the Tiers descriptions.

The Literacy Learning Team will meet on a monthly basis. The monthly meetings will consist of the following:

-Professional development topics addressed include the K-12 Reading Plan; K-12 ESOL Plan; FCAT Item Specifications for elementary reading, mathematics, and science; reading program specific training and needs, and a variety of other reading related topics.

The

Reading coach will attend the district monthly reading resource specialist meetings and the reading coach will share the information provided at the meetings with the LLT.

Planned Initiatives:

-School-wide Accelerated Reader Program and incentives

-Family Book fair

-Book reviews by students

-Daily Read Aloud by classroom teachers

-Model classrooms

-PLC and Professional Study Groups

-Data collection and discussion of instructional effectiveness

Grade level and departmentalized grades reading teachers will attend monthly Integrated Reading training where the effectiveness of instruction, best practices and research based strategies will be discussed and studied.

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

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

Administration meets with new to Walker teachers on a monthly basis to insure that the new teachers are receiving support and training as needed. In addition, our NESS liason meets with the new to Walker teachers in the pre-planning week and monthly there after to provide guidance and assistance. Any new teachers that expresses an interest in leadership roles are encouraged and supported to participate. If training and modeling and/or support is needed, it is provided by the subject area coaches or by the behavior specialist.

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

All leadership staff meet with the administrators on a monthly basis to discuss school wide initiatives. In addition, the leadership/mentor team participates in problem solving activities during leadership meetings. All staff are encouraged to participate in mentor sessions to advance their leadership abilities and to target and enhance their leadership qualities.

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

The school ensures that its core instructional programs and materials are aligned to the Florida's standards having a clear plan on how to provide the teachers with aligned instructional materials and curricula by developing model lesson plans, curriculum, and pacing guides (district's unit of studies). The plan also includes high-quality professional developments by State/District, and Support Staff around the new standards and how to monitor the implementation progress.

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

The school uses data to provide and differentiate instruction to meet the diverse needs of all learners by providing an appropriate level of challenge for all learners (learners who are not on grade level skills, those who are on grade level, and those who are advance) this is accomplished by providing several learning options and different learning paths to learning for all learners, which assist the learners to take in information and make connections of various concepts and skills. Instruction is modified or supplemented to assist students having difficulty on state assessments by providing access to a variety of materials which target different learning preferences and reading abilities, developing activities that target various learning styles, establish centers for inquiry-based and independent learning activities, creating activities that vary in levels of complexity and degree of abstract thinking, and using flexible grouping in the classroom to group and regroup students based on content, ability, and assessment results.

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: 5,400

All students receive an additional 30 minutes of time in the area of reading on a daily basis. Students are placed in groups according to their weaknesses. Their needs are addressed using supplemental materials from the reading series.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Mays, Lisa, lisa.mays@browardschools.com

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

Students' data is collected on a monthly basis and analyzed by grade level. Administration, coaches and teachers meet to discuss best practices and areas of needs.

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

At the end of each preschool year, Walker Elementary offers a "Moving-Up" Ceremony. Parents are informed of the transition from Preschool to the elementary level. During the summer, Broward County screens all incoming Kindergarten students. In August a parent meeting is held to inform parents of the requirements for Kindergarten. Walker Elementary gives a Pre-K Program Inventory. It is administered to all preschoolers as an initial diagnostic assessment tool to determine the specific skills and knowledge of students; and, as a final assessment tool as students prepare to transition to Kindergarten. The Florida Kindergarten Readiness Screening (FLKRS) is administered to all kindergarten students. These domains include: Language and Literacy, Mathematics, Social and Personal skills, Science, Social Studies, Physical Development and Fitness and Creative Arts.

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.** All staff will increase effective instruction across all content areas with an emphasis on Depth Of Knowledge, through daily implementation of rigorous questioning using the Florida Standards school wide.

- G2.** Increase students' performance through engagement as a result of various methods of instructional delivery.

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. All staff will increase effective instruction across all content areas with an emphasis on Depth Of Knowledge, through daily implementation of rigorous questioning using the Florida Standards school wide.

1a

G042773

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	52.0

Resources Available to Support the Goal 2

- Journeys HMH
- Increased Learning Time
- Phonics for Reading /Foundations
- Early Literacy Intervention
- BEEP
- Super QAR
- Florida Ready
- Think Central
- IReady/Computer Programs
- Accelerated Reader
- Technology
- Guidance Counselor - Motivation program
- Daily 5
- Mentoring Program
- Journaling across the subjects
- Writing across the Curriculum-reflection
- Engaging Center Activities
- First in Math
- Calendar Math
- Reading, Writing, Math, STEM and Science Coaches

Targeted Barriers to Achieving the Goal 3

- Planning - The effective use of planning time to create rigorous questions during instructional time and the creation of assessments to determine student mastery, based on the standards
- Training-Teachers lack training in DOK, Cooperative learning, Effective use of technology, and the creation of rubrics, Real world tasks - authentic tasks, products, rigorous activities/ assignments, students centered instruction, relevant and purposeful assignments.

Plan to Monitor Progress Toward G1. 8

Bi-weekly assessments based on standards being taught, with assorted DOK questioning levels included, will be administered followed by data chats with grade level teachers.

Person Responsible

Lisa Mays

Schedule

Biweekly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Bi-weekly assessments followed by data chats with grade level teachers.

G2. Increase students' performance through engagement as a result of various methods of instructional delivery. 1a

G042774

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	61.0
AMO Reading - All Students	52.0
FCAT 2.0 Science Proficiency	42.0
AMO Math - All Students	61.0

Resources Available to Support the Goal 2

- Early Literacy Program
- Phonics for Reading
- STEM Lab
- Daily 5
- Reading, Writing, Math, STEM and Science Coaches
- Guidance counselor - Motivation Program
- Mentoring Program
- Writing Across the Curriculum
- Journaling
- Engaging Center Activities
- First in Math
- Calendar Math
- Journeys Reading Program
- Increased Learning Time
- Super QAR
- Florida Ready
- Think Central
- iReady Computer Program
- Accelerated Reader
- Technology

Targeted Barriers to Achieving the Goal 3

- Teachers must refine their skills using authentic tasks, rigor, presenting student centered, relevant and purposeful instruction

Plan to Monitor Progress Toward G2. 8

Varied methods of lesson delivery

Person Responsible

Schedule

Evidence of Completion

Through classroom walkthroughs

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. All staff will increase effective instruction across all content areas with an emphasis on Depth Of Knowledge, through daily implementation of rigorous questioning using the Florida Standards school wide. **1**

 G042773

G1.B1 Planning - The effective use of planning time to create rigorous questions during instructional time and the creation of assessments to determine student mastery, based on the standards **2**

 B104459

G1.B1.S1 Teachers will spend one day immersed in the effective use of planning time with a focus on increasing depth of knowledge. **4**

 S115640

Strategy Rationale

Action Step 1 **5**

Common planning to develop rigorous questions and activities.

Person Responsible

Lisa Mays

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student work samples

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

Administrative observations, recorded in iObservation.

Person Responsible

Lisa Mays

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Observations, Teachers' lesson plans

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

Depth of Knowledge, rigorous questioning.

Person Responsible

Lisa Mays

Schedule

Monthly, from 9/15/2014 to 5/29/2015


Evidence of Completion

Teachers will spend their planning time with subject area coaches. Evidence of increased student achievement will be collected in the form of results from formal tests as well as increased student engagement scores in teacher observations.

G1.B2 Training-Teachers lack training in DOK, Cooperative learning, Effective use of technology, and the creation of rubrics, Real world tasks - authentic tasks, products, rigorous activities/assignments, students centered instruction, relevant and purposeful assignments. 2

 B104460

G1.B2.S1 Increased Learning Time /Remediation: Teachers have from 1:45 to 2:45PM to increase literacy and to remediate students daily. Classroom walkthroughs and shared performance during data chats are evidence of completion. 4

 S115641

Strategy Rationale

Action Step 1 5

Effective remediation that correlates with students' weaknesses based on formal and informal assessments.

Person Responsible

Lisa Mays

Schedule

Monthly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Data from formal and informal assessments

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

Remediation for phonetic awareness

Person Responsible

Lisa Mays

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Fluency probes will be given to students on a weekly basis.

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

Remediation for phonetic awareness

Person Responsible

Schedule

Weekly, from 9/1/2014 to 5/29/2015


Evidence of Completion

Fluency probes will be given to students on a weekly basis.

G2. Increase students' performance through engagement as a result of various methods of instructional delivery. 1

 G042774

G2.B1 Teachers must refine their skills using authentic tasks, rigor, presenting student centered, relevant and purposeful instruction 2

 B104462

G2.B1.S1 Training in the area of creating questions and assessments that incorporate higher level DOK questions. 4

 S115643

Strategy Rationale

Teachers will increase their DOK by creating questions and assessments that are rigorous.

Action Step 1 5

Teacher training in the incorporation of in-depth questioning and the creation of assessments that correlate to the standards.

Person Responsible

Lisa Mays

Schedule

Every 2 Months, from 9/30/2014 to 12/19/2014

Evidence of Completion

Teacher lesson plans incorporating technology to be used for tasks and for students work products.

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

Incorporation of rigorous questioning

Person Responsible

Lisa Mays

Schedule

Every 2 Months, from 9/30/2014 to 12/19/2014

Evidence of Completion

Administrative observations entered into iObservation and teacher created assessments.

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

Student created authentic tasks

Person Responsible

Lisa Mays

Schedule

Evidence of Completion

Student authentic tasks

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	Common planning to develop rigorous questions and activities.	Mays, Lisa	9/15/2014	Lesson plans, student work samples	5/29/2015 monthly
G1.B2.S1.A1	Effective remediation that correlates with students' weaknesses based on formal and informal assessments.	Mays, Lisa	9/19/2014	Data from formal and informal assessments	5/29/2015 monthly
G2.B1.S1.A1	Teacher training in the incorporation of in-depth questioning and the creation of assessments that correlate to the standards.	Mays, Lisa	9/30/2014	Teacher lesson plans incorporating technology to be used for tasks and for students work products.	12/19/2014 every-2-months
G1.MA1	Bi-weekly assessments based on standards being taught, with assorted DOK questioning levels included, will be administered followed by data chats with grade level teachers.	Mays, Lisa	9/1/2014	Bi-weekly assessments followed by data chats with grade level teachers.	5/1/2015 biweekly
G1.B1.S1.MA1	Depth of Knowledge, rigorous questioning.	Mays, Lisa	9/15/2014	Teachers will spend their planning time with subject area coaches. Evidence of increased student	5/29/2015 monthly

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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
				achievement will be collected in the form of results from formal tests as well as increased student engagement scores in teacher observations.	
G1.B1.S1.MA1	Administrative observations, recorded in iObservation.	Mays, Lisa	9/15/2014	Observations, Teachers' lesson plans	5/29/2015 weekly
G1.B2.S1.MA1	Remediation for phonetic awareness		9/1/2014	Fluency probes will be given to students on a weekly basis.	5/29/2015 weekly
G1.B2.S1.MA1	Remediation for phonetic awareness	Mays, Lisa	9/15/2014	Fluency probes will be given to students on a weekly basis.	5/29/2015 monthly
G2.MA1	Varied methods of lesson delivery		Through classroom walkthroughs	one-time	
G2.B1.S1.MA1	Student created authentic tasks	Mays, Lisa	Student authentic tasks	one-time	
G2.B1.S1.MA1	Incorporation of rigorous questioning	Mays, Lisa	9/30/2014	Administrative observations entered into iObservation and teacher created assessments.	12/19/2014 every-2-months

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. All staff will increase effective instruction across all content areas with an emphasis on Depth Of Knowledge, through daily implementation of rigorous questioning using the Florida Standards school wide.

G1.B1 Planning - The effective use of planning time to create rigorous questions during instructional time and the creation of assessments to determine student mastery, based on the standards

G1.B1.S1 Teachers will spend one day immersed in the effective use of planning time with a focus on increasing depth of knowledge.

PD Opportunity 1

Common planning to develop rigorous questions and activities.

Facilitator

Participants

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Technical Assistance Items

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