

Leewood K 8 Center



2014-15 School Improvement Plan

Leewood K 8 Center

10343 SW 124TH ST, Miami, FL 33176

<http://leewood.dadeschools.net>

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

27%

Alternative/ESE Center

No

Charter School

No

Minority

78%

School Grades History

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

School Board Approval

This plan is pending approval by the Dade 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	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

Leewood K-8 Center's mission is to prepare our students to shape the world. Our philosophy is "If you believe....You can 'A'chieve."

Provide the school's vision statement

Leewood K-8 Center's vision is to strive to develop responsible, productive citizens by providing an optimal educational environment that is conducive to learning today and in the future.

School Environment

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

Character education is viewed by students on the morning announcements. A positive referral system has been implemented to encourage respect and kindness throughout the day. Furthermore, the school celebrates Hispanic Heritage Month, African American History Month, Women's History Month, American Indian Month, Jewish History Month and much more.

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

The school provides security before, during and after school to create a safe atmosphere for students. Administrators are visible throughout the school day, and especially before school as they greet students, parents and community members and after school for dismissal. Furthermore, bullying lessons are incorporated in the yearly curriculum by every grade level. Lessons are provided by the school counselor regarding being "bucket-fillers," meaning students demonstrate positive actions toward their peers and teachers.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each teacher employs an Assertive Discipline Plan in the classroom that delineates both appropriate and inappropriate behaviors and consequences. Positive referrals are rewarded to students who demonstrate a good attitude or a kind action toward their peers and those students are recognized on the WLWD Good Morning Leewood Show.

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

Throughout the school year, the students are exposed to academic, social/personal/emotional, and career awareness skills. As needed, students are provided with small group counseling, individual counseling, and/or class activities in order to promote character development and the development of social, personal, and emotional skills. Additionally, the school provides services to promote conflict resolution skills, decision-making skills, organizational skills, time management, and good study habits. Assistance and guidance is provided to promote academic achievement, and career awareness related to the talents and interests of students. Events and celebrations such as our

Positive Referrals program, "Peace Day", Red Ribbon Week, Bully Prevention Month, Homeless Awareness, Blue Ribbon Week ("Stop The Violence"), and our Career Day are among the activities that will foster good character traits and student achievement among our students.

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
- Retention
- Special Education
- Economically Disadvantaged
- ESOL
- Mobility

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	6	7	8	
Attendance below 90 percent	2	3	2	1	0	2	1	3	4	18
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	2	4	0	10	4	4	0	0	27
Level 1 on statewide assessment	0	0	0	5	11	18	11	10	3	58

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

Indicator	Grade Level								Total
	2	3	4	5	6	7	8		
Students exhibiting two or more indicators		1	2	1	5	4	1	1	15

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

Students identified by the early warning system are provided with reading intervention on a daily basis. Assistant Principal and school counselor monitor attendance and refer the student to the social worker if attendance becomes problematic. Students are referred to the school counselor when identified as being at-risk for behavior.

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

Our school has a strong PTSA with a tremendous amount of parent participation. We have consistently won the Golden Apple Award for volunteerism. The school's mission and vision is posted throughout the school and on the school's website. Parents are kept informed of their child's progress through the parent portal, quarterly progress reports and student agendas.

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

Leewood K-8 Center along with PTSA have established positive relationships with many agencies and businesses in the community. Those partners include Main Street Children's Dentistry, Little Swimmers, Institute for Children and Family Health, YMCA of Greater Miami South Dade Family Center, Papa John's Pizza, and Alpha Sportswear & Apparel. This school year, prior to their generous in-kind services, they are registered through Miami-Dade County Public Schools System as a Dade Partner. These businesses have supported our students and school in various ways. Community businesses help provide incentives to our students and parents. They also collaborate with us on events that promote student achievement and awareness such as Open House, Career Day, Red Ribbon Week, specific safety events, to name a few. Our Community Partners also volunteer many hours of their time at our school, all with the ultimate goal of increasing student achievement and parental involvement. Leewood K-8 Center is proud to have received the 2014 Parental Involvement Award from the Florida Department of Education and Florida PTSA.

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
Christie, Bart	Principal
Rivas, Carla	Assistant Principal
Boyd, Deanne	Teacher, K-12
Fields, Wendy	Teacher, K-12
Margolesky, Denise	Teacher, K-12
Marinelli, Irene	Teacher, K-12
Meador, Mark	Teacher, K-12
Picos, Magda	Teacher, K-12
Rebecchini, Melissa	Teacher, K-12
Saliers, Kristina	Teacher, K-12
Silva Haj, Karen	Guidance Counselor
Terilli, Karen	Instructional Media
Vreones, Staci	Teacher, K-12
Warman, Beth	Teacher, ESE

Duties

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

Tier 1 (Leadership Team)

Administrators, Bart Christie and Carla Rivas, will schedule and facilitate regular Leadership Team meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.

In addition to Tier 1 problem solving, the Leadership Team members will meet at least monthly to review consensus, infrastructure, and implementation of building level Leadership decisions.

Tier 2

Selected members of the Leadership Team, which include the Psychologist, LEA, Social Worker and Grade Level Teacher will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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 Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

- Holding regular team meetings where problem solving is the sole focus.
- Using a delineated problem solving process as the basis for goal setting, planning, and program

evaluation during all team meetings that focus on increasing student achievement or behavioral success.

- Determining how we will know if students have made expected levels of progress towards proficiency.
- Responding when grades, subject areas, classes, or individual students have not shown a positive response by implementing a problem solving process and monitoring progress of instruction.
- Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
- Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The Leadership Team will

- Review OPM data for intervention groups to evaluate group and individual student response.
 - Support interventions where there is not an overall positive group response
 - Select students for SST Tier 3 intervention
- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
 - 2) Nutrition education, as per state statute, is taught through physical education.
 - 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Bart D. Christie	Principal
Carmen Baixauli	Teacher
Carla Rivas	Principal
Vivian Beiley	Teacher
Deanne Boyd	Teacher
Wendy Fields	Teacher
Irene Marinelli	Teacher
Karen Terilli	Teacher
Daryl Zimmerman	Teacher
Rosa Sankows	Education Support Employee
Michelle Rodriguez	Education Support Employee
William Boeringer	Parent
Shani Brenner	Parent
Jen Meisenheimer	Parent
Miriam Ramos	Parent
Carmen Piles	Parent
Minette Rivero	Parent
Evan Silva	Student
Quanae Hardy	Student
Darlene Fox	Business/Community
Larry Blake	Business/Community
Bill Sager	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The EESAC members were given an opportunity to make recommendations for changes to last year's School Improvement Plan at the end of the previous school year. Their suggestions were incorporated as appropriate into this year's plan and the School Improvement Plan was written by a committee that included EESAC members. The entire EESAC will review and approve the final plan.

Development of this school improvement plan

Suggestions made by current EESAC members, developed through communication with their stakeholder groups, have been incorporated into this year's plan as appropriate.

Preparation of the school's annual budget and plan

The school's annual budget will be shared with EESAC, but not prepared by EESAC. The EESAC is responsible for developing, implementing and monitoring the School Improvement Plan. EESAC funds are spent as voted upon by EESAC members in a manner that affects the largest school population.

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

EESAC funds were used to purchase a subscription for BrainPop (\$1725.00) school-wide, with the remainder (\$1536.00) used to provide professional development for teachers on the Common Core State Standards and substitute coverage as needed.

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
Christie, Bart	Principal
Rivas, Carla	Assistant Principal
Boyd, Deanne	Teacher, K-12
Fields, Wendy	Teacher, K-12
Margolesky, Denise	Teacher, K-12
Marinelli, Irene	Teacher, K-12
Picos, Magda	Teacher, K-12
Rebecchini, Melissa	Teacher, K-12
Saliers, Kristina	Teacher, K-12
Silva Haj, Karen	Guidance Counselor
Terilli, Karen	Instructional Media
Vreones, Staci	Teacher, K-12
Warman, Beth	Teacher, ESE

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

Our newly adopted Core Reading Program, McGraw-Hill Reading Wonders, provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program correlates to all Reading and Language Arts Next Generation Sunshine State Standards and Common Core Standards and addresses the six areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. Our Supplemental Intervention Reading Program is used flexibly as part of our individualized differentiated instruction. Our Comprehensive Intervention Reading Program, Wonder Works, is used to provide practice in phonemic awareness, phonics, fluency, vocabulary and comprehension. In addition to implementing the CRRP, our LLT will focus on increasing the use of novel studies to at least two per grading period in every grade level in an effort to increase students' fluency, vocabulary and comprehension skills.

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

Grade levels meet weekly to collaborate on lesson plans, discuss student issues and share ideas. Data chats are held with the administration on the last Thursday of every month to ensure that student needs are being addressed in a timely fashion.

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

Regular meetings of new teachers with principal.
Partnering new teachers with veteran staff.

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

N/A

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 follow the pacing guides provided by the District which are closely aligned to Florida's standards. All textbooks are chosen by the District to ensure that the core instructional programs in all schools are aligned to Florida's standards.

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 administration provides all classroom teachers student assessment data at the beginning of the school year. As the year progresses and interim assessments are given, the administration meets with classroom teachers to discuss students' individual needs and monitors student progress during Data Chats, held on the last Thursday of every month. Classroom teachers differentiate instruction by teaching both whole group and in small, fluid groups. Students who score a Level 1 or 2 on the state assessment in Reading are provided with Reading intervention strategies for thirty minutes daily in kindergarten through fifth grade. Middle school students who need intervention are placed in an Intensive Reading class.

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:

N/A

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

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

N/A

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

Administration schedules a Kindergarten readiness workshop for all incoming parents, inviting local Day Cares and Preschool students living in the area. Our local pre-kindergarten students participate in a Kindergarten Day to ease the transition from Pre-K to Kindergarten. A Curriculum Fair is held for the fifth graders as they transition to middle school. Our Region sponsors a Curriculum Expo for students entering high school. In addition, we hold a Magnet Fair for our eighth graders as they transition to high school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

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.** Improve student achievement by improving core instruction in all content areas.
- G2.** Improve student learning by identifying, addressing and monitoring the needs of at-risk students.
- G3.** Prepare students to be college and career ready through participation in STEM related learning experiences.
- G4.** Build strong community and family involvement in all aspects of school programs and activities.

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. Improve student achievement by improving core instruction in all content areas. 1a

G044346

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	88.0
AMO Math - All Students	85.0

Resources Available to Support the Goal 2

- District personnel, textbook teacher editions, technology (tablets, laptops, Interactive White boards), professional skills, teacher adaptation of gradual release of responsibility model.

Targeted Barriers to Achieving the Goal 3

- Lack of understanding among staff of the process of the gradual release of responsibility model.

Plan to Monitor Progress Toward G1. 8

Administration will monitor for progress toward meeting student achievement goal by comparing scores on Fall and Winter Interim assessments.

Person Responsible

Bart Christie

Schedule

Monthly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Evidence of progress towards effective implementation will consist of an increase of scores between the Fall and Winter Interim assessments.

G2. Improve student learning by identifying, addressing and monitoring the needs of at-risk students. 1a

G047975

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	2.0
Attendance Below 90%	2.0
2+ Course Failures - Middle Grades	0.08

Resources Available to Support the Goal 2

- Administrators, Student Services staff, SPED staff and faculty.

Targeted Barriers to Achieving the Goal 3

- Student academic development is correlated to student attendance.
- Student academic development is correlated to the number of students who receive two or more behavioral referrals, and those students who receive one or more behavioral referrals that lead to suspension.

Plan to Monitor Progress Toward G2. 8

Administration will monitor for progress toward meeting student attendance and behavior goals, by reviewing daily attendance records and Student Management Case Form records. Administration will monitor for progress toward student performance by reviewing Interim assessment and Florida State Assessments results.

Person Responsible

Bart Christie

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of progress towards effective implementation will consist of an decrease in the number of students with excessive absences and behavior referrals. Evidence of improved student performance will be indicated by a decrease in the number of students in middle school failing one or more courses.

G3. Prepare students to be college and career ready through participation in STEM related learning experiences. 1a

G048129

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Science, math and technology instructional staff, technology (computer labs, Promethean boards, tablets, laptops),

Targeted Barriers to Achieving the Goal 3

- Students have had limited exposure to STEM related learning experiences.

Plan to Monitor Progress Toward G3. 8

Administration will monitor for progress toward preparing students to be college and career ready by reviewing the number of students enrolled in STEM courses and participating in STEM activities throughout the school year.

Person Responsible

Bart Christie

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of progress towards effective implementation will consist of an increased number of students participating in STEM related learning experiences.

G4. Build strong community and family involvement in all aspects of school programs and activities. 1a

G048229

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Administrators, teaching staff, technology.

Targeted Barriers to Achieving the Goal 3

- Parents have limited knowledge of upcoming assessments and technology available to students for preparing for such assessments.

Plan to Monitor Progress Toward G4. 8

Administration will monitor for progress toward meeting Parental Involvement goal by previewing faculty Power Point presentations prior to the Parent Education Night.

Person Responsible

Carla Rivas

Schedule

On 2/23/2015

Evidence of Completion

Evidence of progress toward meeting goal will be administrator feedback on faculty presentations.

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. Improve student achievement by improving core instruction in all content areas. **1**

 G044346

G1.B1 Lack of understanding among staff of the process of the gradual release of responsibility model. **2**

 B108978

G1.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in Reading content skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. **4**

 S120485

Strategy Rationale

By implementing the gradual release of responsibility model, teachers will be able to impart to their students the ability to work independently, using appropriate reading strategies.

Action Step 1 **5**

Provide professional development during faculty meeting on the gradual release of responsibility model.

* Part I Introduction

* Part II Breakout sessions, subject-specific

Person Responsible

Bart Christie

Schedule

On 9/23/2014

Evidence of Completion

Evidence of implementation of action step will be sign-in sheets and agenda.

Action Step 2 5

Teachers will implement the gradual release of responsibility model throughout their Reading block.

Person Responsible

Bart Christie

Schedule

Daily, from 9/29/2014 to 6/3/2015

Evidence of Completion

Evidence of implementation of action step will be lesson plans, observational notes.

Action Step 3 5

Grade level chairs will follow up by debriefing during scheduled grade level meetings and provide instructional support.

* Gradual release of responsibility process will be modeled by Curriculum Support Specialist on an as-needed basis and not exceeding quarterly visiting schedule.

Person Responsible

Bart Christie

Schedule

Monthly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation of action step will be grade level team meeting minutes.

Action Step 4 5

Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Every 6 Weeks, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation of action step will be walkthrough notes or observation documentation.

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

Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Biweekly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation with fidelity of action plan will be walkthrough notes or observation documentation.

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

Administration will monitor the effectiveness of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Biweekly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of effectiveness of action plan will be independent student work and assessments.

G1.B1.S2 Implement the gradual release of responsibility model as an instructional framework to support students in Mathematics content skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

 S120565

Strategy Rationale

By implementing the gradual release of responsibility model, teachers will be able to impart to their students the ability to work independently, using appropriate math strategies.

Action Step 1 5

Provide professional development during faculty meeting on the gradual release of responsibility model.

* Part I Introduction

* Part II Breakout sessions, subject-specific

Person Responsible

Bart Christie

Schedule

On 9/23/2014

Evidence of Completion

Evidence of implementation of action step will be sign-in sheets and agenda.

Action Step 2 5

Teachers will implement the gradual release of responsibility model throughout their Mathematics block.

Person Responsible

Bart Christie

Schedule

Daily, from 9/29/2014 to 6/3/2015

Evidence of Completion

Evidence of implementation of action step will be lesson plans, observational notes

Action Step 3 5

Grade Level Chairs will follow up by debriefing during scheduled grade level meetings and provide instructional support.

* Gradual release of responsibility process will be modeled by Curriculum Support Specialist on an as-needed basis and not exceeding quarterly visiting schedule.

Person Responsible

Bart Christie

Schedule

Monthly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation of action step will be faculty meeting agendas and grade level team meeting minutes.

Action Step 4 5

Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Every 6 Weeks, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation of action step will be walkthrough notes or observation documentation.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Biweekly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation with fidelity of action plan will be walkthrough notes or observation documentation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration will monitor the effectiveness of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Biweekly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of effectiveness of action plan will be independent student work and assessments.

G1.B1.S3 Implement the gradual release of responsibility model as an instructional framework to support students in Science content skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

 S121074

Strategy Rationale

By implementing the gradual release of responsibility model, teachers will be able to impart to their students the ability to work independently, using appropriate science strategies.

Action Step 1 5

Provide professional development during faculty meeting on the gradual release of responsibility model.

* Part I Introduction

* Part II Breakout sessions, subject-specific

Person Responsible

Bart Christie

Schedule

On 9/23/2014

Evidence of Completion

Evidence of implementation of action step will be sign-in sheets and agenda.

Action Step 2 5

Teachers will implement the gradual release of responsibility model throughout their Science block.

Person Responsible

Bart Christie

Schedule

Daily, from 9/29/2014 to 6/3/2015

Evidence of Completion

Evidence of implementation of action step will be lesson plans, observational notes

Action Step 3 5

Grade Level Chairs will follow up by debriefing during scheduled grade level meetings and provide instructional support.

* Gradual release of responsibility process will be modeled by Curriculum Support Specialist on an as-needed basis and not exceeding quarterly visiting schedule.

Person Responsible

Bart Christie

Schedule

Monthly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation of action step will be faculty meeting agendas and grade level team meeting minutes.

Action Step 4 5

Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Every 6 Weeks, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation of action step will be walkthrough notes or observation documentation.

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

Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Biweekly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation with fidelity of action plan will be walkthrough notes or observation documentation.

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

Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Biweekly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation with fidelity of action plan will be walkthrough notes or observation documentation.

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

Administration will monitor the effectiveness of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Biweekly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of effectiveness of action plan will be independent student work and assessments.

G1.B1.S4 Implement the gradual release of responsibility model as an instructional framework to support students in Social Science content skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

 S121075

Strategy Rationale

By implementing the gradual release of responsibility model, teachers will be able to impart to their students the ability to work independently, using appropriate social science strategies.

Action Step 1 5

Provide professional development during faculty meeting on the gradual release of responsibility model.

* Part I Introduction

* Part II Breakout sessions, subject-specific

Person Responsible

Bart Christie

Schedule

On 9/23/2014

Evidence of Completion

Evidence of implementation of action step will be sign-in sheets and agenda.

Action Step 2 5

Teachers will implement the gradual release of responsibility model throughout their Social Science block.

Person Responsible

Bart Christie

Schedule

Daily, from 9/29/2014 to 6/3/2015

Evidence of Completion

Evidence of implementation of action step will be lesson plans, observational notes.

Action Step 3 5

Grade Level Chairs will follow up by debriefing during scheduled grade level meetings and provide instructional support.

* Gradual release of responsibility process will be modeled by Curriculum Support Specialist to be videotaped and viewed by instructional staff on an as-needed basis and not exceeding quarterly visiting schedule.

Person Responsible

Bart Christie

Schedule

Monthly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation of action step will be grade level team meeting minutes.

Action Step 4 5

Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Every 6 Weeks, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation of action step will be walkthrough notes or observation documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Biweekly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation with fidelity of action plan will be walkthrough notes and observation documentation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Administration will monitor the effectiveness of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Biweekly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of effectiveness of action plan will be independent student work and assessments.

G1.B1.S5 Implement the gradual release of responsibility model as an instructional framework to support students in Writing skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

 S121974

Strategy Rationale

By implementing the gradual release of responsibility model, teachers will be able to impart to their students the ability to work independently, using appropriate writing strategies.

Action Step 1 5

Provide professional development during faculty meeting on the gradual release of responsibility model.

* Part I Introduction

* Part II Breakout sessions, subject-specific

Person Responsible

Bart Christie

Schedule

On 9/23/2014

Evidence of Completion

Evidence of implementation of action step will be sign-in sheets and agenda.

Action Step 2 5

Teachers will implement the gradual release of responsibility model during the instruction of the writing process.

Person Responsible

Bart Christie

Schedule

Daily, from 9/29/2014 to 6/3/2015

Evidence of Completion

Evidence of implementation of action step will be lesson plans, observational notes.

Action Step 3 5

Department Chairs will follow up by debriefing during scheduled grade level meetings and provide instructional support.

* Gradual release of responsibility process will be modeled by Curriculum Support Specialist to be videotaped and viewed by instructional staff on an as-needed basis and not exceeding quarterly visiting schedule.

Person Responsible

Bart Christie

Schedule

Monthly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation of action step will be walkthrough notes or observation documentation.

Action Step 4 5

Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Every 6 Weeks, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation of action step will be walkthrough notes or observation documentation.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Biweekly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation with fidelity of action plan will be walkthrough notes or observation documentation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Administration will monitor the effectiveness of the gradual release model by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Bart Christie

Schedule

Biweekly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Evidence of effectiveness of action plan will be independent student work and assessments.

G2. Improve student learning by identifying, addressing and monitoring the needs of at-risk students. 1

G047975

G2.B1 Student academic development is correlated to student attendance. 2

B119610

G2.B1.S1 Address attendance issues for SWD students by notifying parents in writing and by phone about excessive absences. 4

S131471

Strategy Rationale

Student academic performance is directly correlated to student attendance.

Action Step 1 5

Administration will monitor attendance on a daily basis, paying particular attention to SWD students, and will send absentee letters home as needed, as well as make contact by phone.

Person Responsible

Carla Rivas

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence will be a decrease in absences.

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

Administration will monitor for fidelity of implementation by sending notification to parents and/or making phone calls after five unexcused absences.

Person Responsible

Carla Rivas

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of implementation with fidelity will be the notification letters to parents.

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

Administration will monitor the decrease in absenteeism of SWD students based on daily attendance reports.

Person Responsible

Carla Rivas

Schedule

Daily, from 8/18/2014 to 6/4/2015


Evidence of Completion

Evidence of effectiveness will include the decrease of absences recorded in COGNOS.

G2.B2 Student academic development is correlated to the number of students who receive two or more behavioral referrals, and those students who receive one or more behavioral referrals that lead to suspension. 2

 B119611

G2.B2.S1 Monitor students who receive two or more behavioral referrals and provide counseling. 4

 S131608

Strategy Rationale

Student academic performance is correlated to the number of students who receive behavioral referrals.

Action Step 1 5

Administration will monitor the Student Case Management Reports and refer students as needed to guidance counselor.

Person Responsible

Bart Christie

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence will be a decrease in the number of students involved in the number of behavior incidences.

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

Administration will monitor for fidelity of implementation by reviewing referral and suspension reports.

Person Responsible

Bart Christie

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of fidelity will be Student Case Management Reports, suspension reports and guidance counselor's logs of student conferences.

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

Administration will monitor for effectiveness the decrease in the number of students receiving two or more SCAMS.

Person Responsible

Bart Christie

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of effectiveness will be a reduction in the number of SCAMS and suspensions, as well as counselor's student conference logs.

G3. Prepare students to be college and career ready through participation in STEM related learning experiences. 1

G048129

G3.B1 Students have had limited exposure to STEM related learning experiences. 2

B119952

G3.B1.S1 Increase opportunities for students to participate in STEM related learning experiences through our participation in the Fairchild Challenge, the Green Schools Challenge, Robotics and Computer Science classes. 4

S131781

Strategy Rationale

Students have had limited experience with STEM related projects and activities.

Action Step 1 5

Increase opportunities for students to design and develop science, math and engineering projects using technology.

Person Responsible

Carla Rivas

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of completion will include STEM projects, student work and assessments.

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

Administration will monitor the Fairchild Challenge projects, STEM class projects and activities and look for increased participation in school-site STEM activities by conducting classroom walkthroughs and observations.

Person Responsible

Bart Christie

Schedule

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

Evidence of Completion

Evidence of implementation with fidelity will be walkthrough notes and observation documentation of STEM class activities and projects.

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

Administration will monitor the Fairchild Challenge projects, STEM class projects and activities and look for increased participation in school-site STEM activities by conducting classroom walkthroughs and observations.

Person Responsible

Bart Christie

Schedule

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

Evidence of Completion

Evidence of effectiveness of action plan will be increased participation in STEM activities and projects.

G4. Build strong community and family involvement in all aspects of school programs and activities. 1

G048229

G4.B1 Parents have limited knowledge of upcoming assessments and technology available to students for preparing for such assessments. 2

B120213

G4.B1.S1 Host a Parent Education Night to inform parents of new initiatives and technology. 4

S132019

Strategy Rationale

Parents have limited knowledge the new state assessments, as well as the technology being made available to students for preparation for assessment.

Action Step 1 5

Administration and instructional staff will plan and host a Parent Education Night.

Person Responsible

Bart Christie

Schedule

On 2/23/2015

Evidence of Completion

Evidence to demonstrate the completion of this activity will be sign-in sheets.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration will monitor the fidelity of implementation by reviewing the sign-in sheets for the Parent Education Night.

Person Responsible

Carla Rivas

Schedule

On 2/23/2015

Evidence of Completion

Evidence of implementation with fidelity will be the parent signatures on the sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administration will monitor the effectiveness of the Parent Education Night through parent feedback.

Person Responsible

Bart Christie

Schedule

On 2/23/2015

Evidence of Completion

Evidence of effectiveness will include parent feedback through survey.

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	Provide professional development during faculty meeting on the gradual release of responsibility model. * Part I Introduction * Part II Breakout sessions, subject-specific	Christie, Bart	9/17/2014	Evidence of implementation of action step will be sign-in sheets and agenda.	9/23/2014 one-time
G1.B1.S2.A1	Provide professional development during faculty meeting on the gradual release of responsibility model. * Part I Introduction * Part II Breakout sessions, subject-specific	Christie, Bart	9/17/2014	Evidence of implementation of action step will be sign-in sheets and agenda.	9/23/2014 one-time
G1.B1.S3.A1	Provide professional development during faculty meeting on the gradual release of responsibility model. * Part I Introduction * Part II Breakout sessions, subject-specific	Christie, Bart	9/17/2014	Evidence of implementation of action step will be sign-in sheets and agenda.	9/23/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S4.A1	Provide professional development during faculty meeting on the gradual release of responsibility model. * Part I Introduction * Part II Breakout sessions, subject-specific	Christie, Bart	9/17/2014	Evidence of implementation of action step will be sign-in sheets and agenda.	9/23/2014 one-time
G1.B1.S5.A1	Provide professional development during faculty meeting on the gradual release of responsibility model. * Part I Introduction * Part II Breakout sessions, subject-specific	Christie, Bart	9/17/2014	Evidence of implementation of action step will be sign-in sheets and agenda.	9/23/2014 one-time
G2.B1.S1.A1	Administration will monitor attendance on a daily basis, paying particular attention to SWD students, and will send absentee letters home as needed, as well as make contact by phone.	Rivas, Carla	8/18/2014	Evidence will be a decrease in absences.	6/4/2015 daily
G2.B2.S1.A1	Administration will monitor the Student Case Management Reports and refer students as needed to guidance counselor.	Christie, Bart	8/18/2014	Evidence will be a decrease in the number of students involved in the number of behavior incidences.	6/4/2015 biweekly
G3.B1.S1.A1	Increase opportunities for students to design and develop science, math and engineering projects using technology.	Rivas, Carla	8/18/2014	Evidence of completion will include STEM projects, student work and assessments.	6/4/2015 every-2-months
G4.B1.S1.A1	Administration and instructional staff will plan and host a Parent Education Night.	Christie, Bart	10/20/2014	Evidence to demonstrate the completion of this activity will be sign-in sheets.	2/23/2015 one-time
G1.B1.S1.A2	Teachers will implement the gradual release of responsibility model throughout their Reading block.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be lesson plans, observational notes.	6/3/2015 daily
G1.B1.S2.A2	Teachers will implement the gradual release of responsibility model throughout their Mathematics block.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be lesson plans, observational notes	6/3/2015 daily
G1.B1.S3.A2	Teachers will implement the gradual release of responsibility model throughout their Science block.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be lesson plans, observational notes	6/3/2015 daily
G1.B1.S4.A2	Teachers will implement the gradual release of responsibility model throughout their Social Science block.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be lesson plans, observational notes.	6/3/2015 daily
G1.B1.S5.A2	Teachers will implement the gradual release of responsibility model during the instruction of the writing process.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be lesson plans, observational notes.	6/3/2015 daily
G1.B1.S1.A3	Grade level chairs will follow up by debriefing during scheduled grade level meetings and provide instructional support. * Gradual release of responsibility process will be modeled by Curriculum Support Specialist on an as-needed basis and not exceeding quarterly visiting schedule.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be grade level team meeting minutes.	11/26/2014 monthly
G1.B1.S2.A3	Grade Level Chairs will follow up by debriefing during scheduled grade level meetings and provide instructional support. * Gradual release of responsibility process will be modeled by Curriculum Support Specialist on an as-needed basis and not exceeding quarterly visiting schedule.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be faculty meeting agendas and grade level team meeting minutes.	11/26/2014 monthly
G1.B1.S3.A3	Grade Level Chairs will follow up by debriefing during scheduled grade level meetings and provide	Christie, Bart	9/29/2014	Evidence of implementation of action step will be faculty meeting agendas and grade level team meeting minutes.	11/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	instructional support. * Gradual release of responsibility process will be modeled by Curriculum Support Specialist on an as-needed basis and not exceeding quarterly visiting schedule.				
G1.B1.S4.A3	Grade Level Chairs will follow up by debriefing during scheduled grade level meetings and provide instructional support. * Gradual release of responsibility process will be modeled by Curriculum Support Specialist to be videotaped and viewed by instructional staff on an as-needed basis and not exceeding quarterly visiting schedule.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be grade level team meeting minutes.	11/26/2014 monthly
G1.B1.S5.A3	Department Chairs will follow up by debriefing during scheduled grade level meetings and provide instructional support. * Gradual release of responsibility process will be modeled by Curriculum Support Specialist to be videotaped and viewed by instructional staff on an as-needed basis and not exceeding quarterly visiting schedule.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be walkthrough notes or observation documentation.	11/26/2014 monthly
G1.B1.S2.A4	Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be walkthrough notes or observation documentation.	11/26/2014 every-6-weeks
G1.B1.S1.A4	Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be walkthrough notes or observation documentation.	11/26/2014 every-6-weeks
G1.B1.S3.A4	Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be walkthrough notes or observation documentation.	11/26/2014 every-6-weeks
G1.B1.S4.A4	Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be walkthrough notes or observation documentation.	11/26/2014 every-6-weeks
G1.B1.S5.A4	Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of implementation of action step will be walkthrough notes or observation documentation.	11/26/2014 every-6-weeks
G1.MA1	Administration will monitor for progress toward meeting student achievement goal by comparing scores on Fall and Winter Interim assessments.	Christie, Bart	9/23/2014	Evidence of progress towards effective implementation will consist of an increase of scores between the Fall and Winter Interim assessments.	11/26/2014 monthly
G1.B1.S1.MA1	Administration will monitor the effectiveness of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of effectiveness of action plan will be independent student work and assessments.	11/26/2014 biweekly
G1.B1.S1.MA1	Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of implementation with fidelity of action plan will be walkthrough notes or observation documentation.	11/26/2014 biweekly
G1.B1.S2.MA1	Administration will monitor the effectiveness of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of effectiveness of action plan will be independent student work and assessments.	11/26/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1	Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of implementation with fidelity of action plan will be walkthrough notes or observation documentation.	11/26/2014 biweekly
G1.B1.S3.MA1	Administration will monitor the effectiveness of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of effectiveness of action plan will be independent student work and assessments.	11/26/2014 biweekly
G1.B1.S3.MA1	Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of implementation with fidelity of action plan will be walkthrough notes or observation documentation.	11/26/2014 biweekly
G1.B1.S3.MA1	Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of implementation with fidelity of action plan will be walkthrough notes or observation documentation.	11/26/2014 biweekly
G1.B1.S4.MA1	Administration will monitor the effectiveness of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of effectiveness of action plan will be independent student work and assessments.	11/26/2014 biweekly
G1.B1.S4.MA1	Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of implementation with fidelity of action plan will be walkthrough notes and observation documentation.	11/26/2014 biweekly
G1.B1.S5.MA1	Administration will monitor the effectiveness of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of effectiveness of action plan will be independent student work and assessments.	11/26/2014 biweekly
G1.B1.S5.MA1	Administration will monitor the implementation of the gradual release model by conducting walkthroughs and formal and/or informal observations.	Christie, Bart	9/29/2014	Evidence of implementation with fidelity of action plan will be walkthrough notes or observation documentation.	11/26/2014 biweekly
G2.MA1	Administration will monitor for progress toward meeting student attendance and behavior goals, by reviewing daily attendance records and Student Management Case Form records. Administration will monitor for progress toward student performance by reviewing Interim assessment and Florida State Assessments results.	Christie, Bart	8/18/2014	Evidence of progress towards effective implementation will consist of an decrease in the number of students with excessive absences and behavior referrals. Evidence of improved student performance will be indicated by a decrease in the number of students in middle school failing one or more courses.	6/4/2015 quarterly
G2.B1.S1.MA1	Administration will monitor the decrease in absenteeism of SWD students based on daily attendance reports.	Rivas, Carla	8/18/2014	Evidence of effectiveness will include the decrease of absences recorded in COGNOS.	6/4/2015 daily
G2.B1.S1.MA1	Administration will monitor for fidelity of implementation by sending notification to parents and/or making phone calls after five unexcused absences.	Rivas, Carla	8/18/2014	Evidence of implementation with fidelity will be the notification letters to parents.	6/4/2015 daily
G2.B2.S1.MA1	Administration will monitor for effectiveness the decrease in the number of students receiving two or more SCAMS.	Christie, Bart	8/18/2014	Evidence of effectiveness will be a reduction in the number of SCAMS and suspensions, as well as counselor's student conference logs.	6/4/2015 monthly
G2.B2.S1.MA1	Administration will monitor for fidelity of implementation by reviewing referral and suspension reports.	Christie, Bart	8/18/2014	Evidence of fidelity will be Student Case Management Reports, suspension reports and guidance counselor's logs of student conferences.	6/4/2015 biweekly
G3.MA1	Administration will monitor for progress toward preparing students to be college and career ready by reviewing the number of students enrolled in	Christie, Bart	8/18/2014	Evidence of progress towards effective implementation will consist of an increased number of students	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	STEM courses and participating in STEM activities throughout the school year.			participating in STEM related learning experiences.	
G3.B1.S1.MA1	Administration will monitor the Fairchild Challenge projects, STEM class projects and activities and look for increased participation in school-site STEM activities by conducting classroom walkthroughs and observations.	Christie, Bart	11/3/2014	Evidence of effectiveness of action plan will be increased participation in STEM activities and projects.	6/4/2015 monthly
G3.B1.S1.MA1	Administration will monitor the Fairchild Challenge projects, STEM class projects and activities and look for increased participation in school-site STEM activities by conducting classroom walkthroughs and observations.	Christie, Bart	11/3/2014	Evidence of implementation with fidelity will be walkthrough notes and observation documentation of STEM class activities and projects.	6/4/2015 monthly
G4.MA1	Administration will monitor for progress toward meeting Parental Involvement goal by previewing faculty Power Point presentations prior to the Parent Education Night.	Rivas, Carla	10/20/2014	Evidence of progress toward meeting goal will be administrator feedback on faculty presentations.	2/23/2015 one-time
G4.B1.S1.MA1	Administration will monitor the effectiveness of the Parent Education Night through parent feedback.	Christie, Bart	10/20/2014	Evidence of effectiveness will include parent feedback through survey.	2/23/2015 one-time
G4.B1.S1.MA1	Administration will monitor the fidelity of implementation by reviewing the sign-in sheets for the Parent Education Night.	Rivas, Carla	10/20/2014	Evidence of implementation with fidelity will be the parent signatures on the sign-in sheets.	2/23/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Improve student achievement by improving core instruction in all content areas.

G1.B1 Lack of understanding among staff of the process of the gradual release of responsibility model.

G1.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in Reading content skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide professional development during faculty meeting on the gradual release of responsibility model. * Part I Introduction * Part II Breakout sessions, subject-specific

Facilitator

Bart Christie, Principal Carla Rivas, AP, Deanne Boyd, Staci Vreones, Kristina Saliers, Karen Terilli, Karen Silva Haj

Participants

Instructional Staff

Schedule

On 9/23/2014

G1.B1.S2 Implement the gradual release of responsibility model as an instructional framework to support students in Mathematics content skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide professional development during faculty meeting on the gradual release of responsibility model. * Part I Introduction * Part II Breakout sessions, subject-specific

Facilitator

Bart Christie, Principal Carla Rivas, AP, Deanne Boyd, Staci Vreones, Kristina Saliers, Karen Terilli, Karen Silva Haj

Participants

Instructional Staff

Schedule

On 9/23/2014

G1.B1.S3 Implement the gradual release of responsibility model as an instructional framework to support students in Science content skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide professional development during faculty meeting on the gradual release of responsibility model. * Part I Introduction * Part II Breakout sessions, subject-specific

Facilitator

Bart Christie, Principal Carla Rivas, AP, Deanne Boyd, Staci Vreones, Kristina Saliers, Karen Terilli, Karen Silva Haj

Participants

Instructional Staff

Schedule

On 9/23/2014

G1.B1.S4 Implement the gradual release of responsibility model as an instructional framework to support students in Social Science content skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide professional development during faculty meeting on the gradual release of responsibility model. * Part I Introduction * Part II Breakout sessions, subject-specific

Facilitator

Bart Christie, Principal Carla Rivas, AP, Deanne Boyd, Staci Vreones, Kristina Saliers, Karen Terilli, Karen Silva Haj

Participants

Instructional Staff

Schedule

On 9/23/2014

G1.B1.S5 Implement the gradual release of responsibility model as an instructional framework to support students in Writing skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide professional development during faculty meeting on the gradual release of responsibility model. * Part I Introduction * Part II Breakout sessions, subject-specific

Facilitator

Bart Christie, Principal, Carla Rivas, AP, Deanne Boyd, Staci Vreones, Kristina Saliers, Karen Terilli, Karen Silva Haj

Participants

Instructional Staff

Schedule

On 9/23/2014

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: Improve student achievement by improving core instruction in all content areas.	3,132
Grand Total	3,132

Goal 1: Improve student achievement by improving core instruction in all content areas.		
Description	Source	Total
B1.S1.A1 - EESAC funds	Other	3,132
Total Goal 1		3,132