



## Ensley Elementary School

501 E JOHNSON AVE, Pensacola, FL 32514

www.escambia.k12.fl.us

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

86%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

74%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

All children at Ensley Elementary can and must learn.

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

At Ensley Elementary we strive for academic excellence by providing a positive educational environment in a trusting and caring atmosphere. We will nurture students to become effective and contributing members in a changing society by developing a sense of confidence in their abilities, a person of dignity and self-reliance. We will encourage partnerships between parents, community, and school, which builds appreciation and respect of the rights and feelings of others in our diverse society.

#### School Environment

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

Ensley Elementary is an English for Speakers of Other Languages Center, which allows our students to learn about cultures and other languages of our diverse student population. Students share stories, often through a peer interpreter related to concepts/ideas shared in class, thus allowing for active participation in lessons. Ensley's Open House has a special focus for our non or limited English speaking families by having interpreters available to help understand our school program.

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

We re-vamped our Citizenship Calendar to focus on five overarching behaviors, more student accountability for their behavior, and increased communication with parents. Students are afforded opportunities to communicate concerns with any faculty/staff member and teachers are building relational trust among everyone in the room.

##### **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**

Ensley's school wide behavioral system focuses on positive interactions and behaviors. Our school wide citizenship calendar was re-vamped to provide for more student accountability of behaviors, communication with families, focus on the primary behavioral concerns for teachers/parents, and integration of the new discipline matrix.

Students practice procedures each day for the first two weeks of school to ensure they know campus expectations. Expectations are posted in all classroom and students recite our school pledge daily.

##### **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**

Ensley has a strong mentor program with dedicated adults who visit students weekly, as well as "grandparents" from the Council on Aging. We recently partnered with Pen Air Federal Credit who will offer at least 10 mentors for our children. Our guidance counselor, Rosita Watson, works with

individuals and small groups focusing on particular issues/skills. She guides families through specific academic processes, helps establish outside counseling, and location of services to help with basic needs.

**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**

We have an MTSS committee that meets weekly to discuss current attendance/behavior/academic data. We work closely with our School Social Worker, Staffing Specialist, School Psychologist. Monthly grade level data meetings are held with administration and instructional coaches. Administration monitors grade weekly through FOCUS.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	18	13	18	11	10	78
One or more suspensions	2	1	2	1	4	0	10
Course failure in ELA or Math	0	1	2	4	3	5	15
Level 1 on statewide assessment	0	0	0	5	30	29	64

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	1	1	3	10	9	26

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

Ensley is an Extended Day School. We have instituted a Power Hour with a focus on Writing through Reading. Students are tracking and learning how to interpret their testing data as well as participating in data chats with teachers and administrative/support staff.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

*PIP Link*

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/172323>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Ensley Elementary works with our Community Involvement Liaison to identify businesses to meet the needs of schools. Each year we partner with St.Luke and ATT Pioneers to provide bookbags and school supplies for our students. Also, ATT Pioneers provides the school with gift cards for our teachers. This year we have a new partner, Pen Air Federal Credit Union, who we will help sponsor various activities such as fields trips, field day, literacy nights. In addition, they are purchasing items for our music program and Sunshine Math Team. Also, Parrot-Heads of Pensacola are providing new, hardback books for our first grade students. We invite our partners to all events held at our school, recognize in newsletters, end of the year celebration, and on our website.

**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
Cecil, Jayne	Principal
Wright, Sharon	Other
Darbyshire, Shireen	Teacher, K-12
Gordon, Wesley	Instructional Coach
Vickery, Julie	Teacher, K-12
Wells, Doreen	Teacher, K-12
Williams, Sharon	Teacher, K-12

**Duties**

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

Principal: provides common vision, facilitate problem solving process, monitor progress, provide training opportunities

Curriculum Coordinator: provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of the school staff.

ESOL Teacher: provides information/data/interventions regarding non/limited English speaking students.

General Education Teacher: provides information about the core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

Instructional Coach: provide guidance in best practice for ELA strategies, monitor progress toward goals, assist teachers

**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**

Ensley's MTSS team will meet monthly and maintain a problem-solving system to bring out the best in our school. The team will review screening data and link to instructional decisions; review progress monitoring data at the grade and classroom level to identify students who are struggling/meeting/exceeding benchmarks. Once data has been shared, the team will identify professional development and resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Title 1 funds will be used to provide professional development opportunities for faculty/staff based on the academic needs of students. In addition, Title 1 funds will provide parent education workshops as well as parent involvement nights.

Headstart/VPK services provide opportunities for at-risk 4 year old children to receive educational services through a full day program. We have two classes with certified teachers and para-professionals. Each classroom has 19 students and is overseen by the Title 1 Pre-K office. Services for migrant children are provided by the district level Title 1 office. Ensley currently has 6 student who receive services through our ESOL program which has three classes taught by ESOL endorsed instructors.

Services for neglected and delinquent students are provided by various district-operated programs. These are overseen by the Title 1 office.

Professional Development is offered at both the school and district level. Ensley offers training based on the needs of students and teachers.

Services for English Language Learners are provided as required by law. Several ESOL centers are provided by various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is an ESOL Center and we serve 66 in grades K-5.

SAI monies were eliminated from our budget.

The school offers non-violence and anti-drug programs to the students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities. Through our school-wide behavior management plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school sponsored events, and through school computer networks.

Our school is committed to continue offering nutritional choices in the cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites.

Additional programs and staff will address obesity issues, especially in school age children.

Housing Programs are offered at the district level and overseen by the Title 1 office. This program is not applicable to our school.

Adult Education is currently offered at area high schools and Pensacola State College. A "Second Chance" program is also in place for juvenile offenders.

Teachers incorporate Career and Technical education into lessons.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Jayne Cecil	Principal
Dixie Allemani	Parent
Antionette Redding	Parent
LaVonn Hardy	Parent
Michelle Haley-Shelton	Parent
Carmen Carter	Parent
Lucy Edwards	Parent
Erma McClain	Parent
Roseangela Mosley	Parent
Adrienne Hunter	Education Support Employee
Freddy Mieses	Parent
Peggy Woodard	Business/Community
Hugo Garcia	Parent
Gianna Landero	Parent
Rosita Robsono Watson	Teacher

### 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*

Members of SAC are actively involved reviewing the plan, making suggestions, and evaluating school progress. Each month we update the team members on school activities, data, and possible changes.

*Development of this school improvement plan*

The new plan and vision of the SIP was shared with members of School Advisory Council. The SAC discussed the previous plan, reviewed and discussed possible goals.

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

SAC is actively involved in reviewing, asking questions, and making suggestions to proposed budgets.

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

There are no school improvement funds.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

## Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Cecil, Jayne	Principal
Vickery, Julie	Teacher, K-12
Wright, Sharon	Other
Wells, Doreen	Teacher, K-12

## Duties

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

Increase immersion of writing across the curriculum through reading connections  
Increase student engagement techniques/strategies  
Increase the use of higher order questions  
Increase small group instruction

## Public and Collaborative Teaching

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

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

We create a climate of consistency, caring, and shared decision making. We encourage collaboration with a high level of support with continued professional development. Teachers have a common planning time and opportunities to plan across grade levels.

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

We create a climate of consistency, caring and shared decision-making. We encourage collaboration with a high level of support with continued professional development. Campus Leadership has high expectations when interviewing new staff. Our interview process involves administrators, guidance counselor and grade level staff members that would be working closely with the new hire.

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

Teachers, new to Ensley or the profession, are paired with someone on their grade level or with previous grade level experience. Thoughtful consideration is given to a mentor who can help our new team member with campus routines, procedures and traditions. In addition, our mentors are available to assist with curriculum struggles, questions, and offer support in the classroom. They meet weekly for conferencing and collaborative planning.

The district provides a Consulting Teacher to mentor our new teacher for a year. They work closely with our campus mentors.

## 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***

Faculty and staff receive professional development for district-adopted curriculum, pacing guides, rubrics, and unpacking the standards while connecting them to learning opportunities. Training is provided by District Specialist and campus trained leaders.

### 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**

Each day teachers are gathering data to help determine lessons, activities, and small groups. Teachers have access to Discovery Ed, former state, district, class assessments, checklists, and lesson results to guide their daily interactions with students.

**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:** 10,800

Teachers and students are focusing on the connection between reading and writing through the use of read-alouds, skill focused writing based on 6-traits, and writing conferences.

#### **Strategy Rationale**

Writing is an extension of reading. Written expression of what is read with organization, details and support ensures understanding of concepts and topics.

#### **Strategy Purpose(s)**

- Core Academic Instruction

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

Cecil, Jayne, [jcecil@escambia.k12.fl.us](mailto:jcecil@escambia.k12.fl.us)

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

Monitor students data trackers, teacher lesson plans, integration of the 6-Traits, DE and District assessments.

### Student Transition and Readiness

#### PreK-12 Transition

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

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Ensley has two VPK/Headstart units on our campus. We work closely with our Pre-K teachers to offer opportunities to visit kindergarten classes and tour the school prior to the end of the year. Our Pre-K and kindergarten teachers meet regularly to ensure vertical alignment throughout instruction. Our VPK/Headstart classes visit the media center every other week for story time. They have breakfast in the cafeteria the last month of school to prepare for a smoother transition to eating in the cafeteria. Our VPK students ride the regular buses as assigned.

#### College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Immersion of writing process in all subject areas.
- G2.** Increase parental and community involvement opportunities throughout the school year.

## 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. Immersion of writing process in all subject areas.** 1a

G044790

**Targets Supported** 1b

Indicator	Annual Target
Level 1 - All Grades	90.0

**Resources Available to Support the Goal** 2

- Instructional Coaches (ELA, Math/Science); District Specialist for ELA/Math, Classroom support from Special area teachers.
- Consistent/Common Planning time for grade levels
- Extended Hour for Reading and Writing Connections
- Tools for Writing

**Targeted Barriers to Achieving the Goal** 3

- Training not consistent with the tools available for writing
- Teacher trust with peer classroom visits

**Plan to Monitor Progress Toward G1.** 8

Writing Portfolios, DE Scores

**Person Responsible**

Wesley Gordon

**Schedule**

Monthly, from 9/29/2014 to 5/22/2015

**Evidence of Completion**

We will use the data collected from the Writing Portfolios, DE Scores, and FSA to monitor our progress.

**G2. Increase parental and community involvement opportunities throughout the school year.** 1a

G044784

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	85.0

**Resources Available to Support the Goal** 2

- Citizenship Calendar Volunteer Training Nice Campus Campus performances

**Targeted Barriers to Achieving the Goal** 3

- Languages Time

**Plan to Monitor Progress Toward G2.** 8

Compare parent survey results from 2013-2014 to 2014-2015 results

**Person Responsible**

Jayne Cecil

**Schedule**

On 6/19/2015

**Evidence of Completion**

Attendance Rates, parent surveys

## 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.** Immersion of writing process in all subject areas. **1**

 G044790

**G1.B1** Training not consistent with the tools available for writing **2**

 B110368

**G1.B1.S1** Targeted (monthly) professional development for 6-Traits **4**

 S121826

### Strategy Rationale

By focusing on the 6-traits process, which is imbedded in our reading series, connects writing skills to the stories read by students.

### Action Step 1 **5**

Model use of 6 traits Writing Process

#### Person Responsible

Jayne Cecil

#### Schedule

Monthly, from 9/24/2014 to 5/6/2015

#### Evidence of Completion

Attendance at training, lesson plans, Writing portfolios, classroom walk-throughs

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

Monthly grade level meetings with coaches and admin staff

**Person Responsible**

Jayne Cecil

**Schedule**

Monthly, from 10/27/2014 to 5/18/2015

**Evidence of Completion**

Discussion involving the implementation of the modeled trait, lesson plans, classroom walk-throughs We will use data from writing portfolios, DE, FSA, and #21 on ELA tests.

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

Monthly grade-level meetings with coaches and admin staff

**Person Responsible**

Jayne Cecil

**Schedule**

Monthly, from 10/27/2014 to 5/18/2015

**Evidence of Completion**

Discussion involving the implementation of the modeled trait, lesson plans, classroom walk-throughs We will use data from writing portfolios, DE, FSA, and #21 on ELA tests.

**G1.B3 Teacher trust with peer classroom visits** 2

B110370

**G1.B3.S1 Model the use of 6-traits writing process** 4

S121849

**Strategy Rationale**

Peer Observations are critical in the growth of teachers. Ensuring that our teachers' comfort levels with the 6-traits and writing conferences is paramount in creating trust among teachers.

**Action Step 1** 5

Model and practice the use of 6-traits writing process and conferencing

**Person Responsible**

Sharon Wright

**Schedule**

Monthly, from 9/24/2014 to 5/6/2015

**Evidence of Completion**

Peer teacher interactions, lesson plans, Training attendance

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

Monthly grade level meetings with coaches and admin staff. In addition, as part of the monthly 6-trait PD, we will review the previous trait and success in classes.

**Person Responsible**

Jayne Cecil

**Schedule**

Monthly, from 10/27/2014 to 5/22/2015

**Evidence of Completion**

We will use data from writing portfolios, DE, FSA, and #21 on ELA tests.

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

Monthly grade level meetings with coaches and admin staff

**Person Responsible**

Jayne Cecil

**Schedule**

Monthly, from 9/29/2014 to 5/18/2015

**Evidence of Completion**

Discussion involving the implementation of the modeled trait, lesson plans, classroom walk-throughs

**G2. Increase parental and community involvement opportunities throughout the school year. 1**

 G044784

**G2.B1 Languages Time 2**

 B110341

- G2.B1.S1** 1. Offer opportunities for parents/community to participate in activities during the school day.  
2. Offer opportunities for parents/community to participate in activities after school hours. 4

 S121797

**Strategy Rationale**

Accommodate for work and transportation schedules.

**Action Step 1 5**

Parent Activities/Workshops

**Person Responsible**

Sharon Wright

**Schedule**

Quarterly, from 11/10/2014 to 5/22/2015

**Evidence of Completion**

Sign in sheets, registration forms

**Action Step 2** 5

Increased Communication through newsletter/school messenger/citizenship calendars

**Person Responsible**

Jayne Cecil

**Schedule**

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

**Evidence of Completion**

Phone logs/Calendars/parent surveys

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

Schedule workshops and place on school website calendar/send home in newsletter

**Person Responsible**

Sharon Wright

**Schedule**

Quarterly, from 9/23/2014 to 5/22/2015

**Evidence of Completion**

Sign in sheets, Agendas, parent surveys

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

Meet with School Leadership Team and School Advisory Council to gather data on the attendance and effectiveness of the parent workshop.

**Person Responsible**

**Schedule**

Monthly, from 9/23/2014 to 5/22/2015

**Evidence of Completion**

Sign in sheets, agendas, observation notes

**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
G2.B1.S1.A1	Parent Activities/Workshops	Wright, Sharon	11/10/2014	Sign in sheets, registration forms	5/22/2015 quarterly
G1.B1.S1.A1	Model use of 6 traits Writing Process	Cecil, Jayne	9/24/2014	Attendance at training, lesson plans, Writing portfolios, classroom walk-throughs	5/6/2015 monthly
G1.B3.S1.A1	Model and practice the use of 6-traits writing process and conferencing	Wright, Sharon	9/24/2014	Peer teacher interactions, lesson plans, Training attendance	5/6/2015 monthly
G2.B1.S1.A2	Increased Communication through newsletter/school messenger/ citizenship calendars	Cecil, Jayne	9/2/2014	Phone logs/Calendars/parent surveys	5/29/2015 daily
G1.MA1	Writing Portfolios, DE Scores	Gordon, Wesley	9/29/2014	We will use the data collected from the Writing Portfolios, DE Scores, and FSA to monitor our progress.	5/22/2015 monthly
G1.B1.S1.MA1	Monthly grade-level meetings with coaches and admin staff	Cecil, Jayne	10/27/2014	Discussion involving the implementation of the modeled trait, lesson plans, classroom walk-throughs We will use data from writing portfolios, DE, FSA, and #21 on ELA tests.	5/18/2015 monthly
G1.B1.S1.MA1	Monthly grade level meetings with coaches and admin staff	Cecil, Jayne	10/27/2014	Discussion involving the implementation of the modeled trait, lesson plans, classroom walk-throughs We will use data from writing portfolios, DE, FSA, and #21 on ELA tests.	5/18/2015 monthly
G1.B3.S1.MA1	Monthly grade level meetings with coaches and admin staff	Cecil, Jayne	9/29/2014	Discussion involving the implementation of the modeled trait, lesson plans, classroom walk-throughs	5/18/2015 monthly
G1.B3.S1.MA1	Monthly grade level meetings with coaches and admin staff. In addition, as part of the monthly 6-trait PD, we will review the previous trait and success in classes.	Cecil, Jayne	10/27/2014	We will use data from writing portfolios, DE, FSA, and #21 on ELA tests.	5/22/2015 monthly
G2.MA1	Compare parent survey results from 2013-2014 to 2014-2015 results	Cecil, Jayne	5/1/2015	Attendance Rates, parent surveys	6/19/2015 one-time
G2.B1.S1.MA1	Meet with School Leadership Team and School Advisory Council to gather data on the attendance and effectiveness of the parent workshop.		9/23/2014	Sign in sheets, agendas, observation notes	5/22/2015 monthly
G2.B1.S1.MA1	Schedule workshops and place on school website calendar/send home in newsletter	Wright, Sharon	9/23/2014	Sign in sheets, Agendas, parent surveys	5/22/2015 quarterly

## 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. Immersion of writing process in all subject areas.

#### G1.B1 Training not consistent with the tools available for writing

##### G1.B1.S1 Targeted (monthly) professional development for 6-Traits

###### PD Opportunity 1

Model use of 6 traits Writing Process

###### Facilitator

Lisa Entrekin, Wes Gordon

###### Participants

All faculty

###### Schedule

Monthly, from 9/24/2014 to 5/6/2015

#### G1.B3 Teacher trust with peer classroom visits

##### G1.B3.S1 Model the use of 6-traits writing process

###### PD Opportunity 1

Model and practice the use of 6-traits writing process and conferencing

###### Facilitator

Lisa Entrekin, Wes Gordon

###### Participants

All Faculty

###### Schedule

Monthly, from 9/24/2014 to 5/6/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0