

Lake Asbury Elementary School



2014-15 School Improvement Plan

Lake Asbury Elementary School

2901 SANDRIDGE RD, Green Cove Springs, FL 32043

<http://lae.oneclay.net>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
35%

Alternative/ESE Center
No

Charter School
No

Minority
22%

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 Clay County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	27
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to increase the academic achievement of all students. Lake Asbury Elementary, working collaboratively with all stakeholders, will provide a public education experience that is motivating, challenging, and rewarding for all children. Our teachers will provide rigorous and relevant learning opportunities for each child to experience academic success within a safe and inviting environment.

Provide the school's vision statement

Lake Asbury Elementary School exists to prepare life-long learners for personal success in a global and a diverse society.

School Environment

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

Lake Asbury Elementary recognizes varying cultures through the ELL screen process and parent conferences. Relationships are built with students through a climate of respect, where students are recognized for their achievements and supported through their challenges.

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

Students feel safe and respected on our campus, through the consistent monitoring by the faculty before and after school. Issues and concerns of safety and bullying are dealt with by administration.

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

RAM Pride is the school wide behavior plan incorporating school wide rules. These rules are reviewed during the first week of school by the assistant principal with each grade level. Teachers give explicit instruction of school expectations to their homerooms, using common lessons provided by administration. Students recite the Ram Pledge daily. A common signal is used school wide to gain attention. Ram Pride rules are in place for the cafeteria. Students are rewarded for good behavior monthly with Race to the Ram. Respectful Rams rewards students exhibiting Ram Pride and are recognized through the daily news broadcast.

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

School counselors provide classroom guidance lessons, small group and individual counseling. Additionally through the DOD grant a mental health counselor provides individual and group counseling to our military 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

The early warning system will include the following early warning indicators:

- a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- b. One or more suspensions, whether in or out of school.
- c. Course failure in English Language Arts or Mathematics.
- d. A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.

When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

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	
	6	Total
Attendance below 90 percent	0	
One or more suspensions	1	1
Course failure in ELA or Math	3	3
Level 1 on statewide assessment	4	4

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

Indicator	Grade Level	
	6	Total
Students exhibiting two or more indicators	4	4

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

For Attendance:

- Attendance Contact
- Doctor's Note required
- Social Worker Referral

For Grades:

- Tutoring
- Remediation

For Discipline:

- Discipline Contract
- School Service Work
- Detention

Saturday School

Testing:

- Intensive Reading
- Intensive Math

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

PFA
Parent Link
Website
Tuesday Folders
Remind 101
Planners
Open House
Orientation
SAC Committee
Facebook

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

LAE works with local businesses to provide our students with real world experiences such as banking, money management, health and safety, STEM skills, and physical fitness. Some of our business partners are Woodsman Financial, Bricks For Kids, and Middleburg Martial Arts.

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
Lawson, Sarah	Principal
Payne, Bridget	Assistant Principal

Duties

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

The intervention team facilitator supports teachers in writing Tier 3. The reading MTSS coach provides training on the MTSS process and assists in coordinating interventions. The school

psychologist is available to monitor behavioral issues as well as support teachers in completing Tier 3 plans. Administration monitors all Tier 2 and Tier 3 students.

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

Examine Tier 1 data after each assessment period; in addition monthly data meetings with each grade level to monitor any students requiring Tier 2 or Tier 3 services.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sarah Lawson	Principal
Emily Minton	Teacher
	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

Development of this school improvement plan

Several members of the SAC look at data and determine action steps for the school improvement plan. All members of SAC are informed of action steps and will improve the plan.

Preparation of the school's annual budget and plan

NA

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

SAC will spend their budgeted funds, up to \$4,500, to purchase weekly periodicals for every student in the school.

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
Cobleigh, Karen	Teacher, K-12
Corby, Lynn	Teacher, K-12
Addison, Ivonne	Teacher, K-12
Butcher, Heather	Teacher, K-12
Combass, Donna	Teacher, K-12
Dibello, Deborah	Teacher, ESE
Lawson, Sarah	Principal
Looney, Kerri	Teacher, K-12
Payne, Bridget	Assistant Principal
Pittman, Melissa	Instructional Media
Steinmetz, Karen	Teacher, K-12
Hanson, Sarah	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Reading Rally
Reading Committee
leveled libraries
opportunities for teachers to observe Model Coach
students use IDR time to enhance and enrich their reading skills
One on one conferencing about reading with students
Being A Writer
LAE is a MM Model School

Public and Collaborative Teaching

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

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

All faculty participate in weekly PLCs driven by student need and teacher choice.

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

Administrators attend yearly teacher recruitment fairs and maintain resumes of highly qualified teachers. Administrations works to ensure that all staff/faculty feel supported in order to retain highly qualified staff. Sarah Lawson and Bridget Payne.

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

Team leaders mentor new members of their team; additional mentor/mentee partners as needed.

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

Clay County Curriculum Maps
Structures in place with PLC Logs
framework for intentional teaching
literacy block-150 mins
intensive reading for students scoring Level 1

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

Teachers look at classroom data and form small groups based on instructional needs of students. Teachers conference with students on a one-on-one basis to ensure each student's needs are met at their level.

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: 4,000

We plan to offer before and/or after school tutoring in the computer lab.

Strategy Rationale

Additional time to work one on one with students to fill learning gaps.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

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

Computer-based programs will collect and analyze data. Teachers will use this data to determine effectiveness and make instructional decisions.

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

LAE administers a pre-k and kindergarten screening tool to determine the readiness of each child coming into a kindergarten program. LAE offers Open House and Orientation as a way for parents and teachers to form a positive relationship.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** Increase faculty and student collaboration within the classroom.
- G2.** Increase student engagement in all content areas and grade levels.
- G3.** Increase faculty knowledge in Florida State Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase faculty and student collaboration withing the classroom. 1a

G045893

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- PLCs, Model School Commitment, Making Meaning, Being A Writer, Framework for Intentional Teaching

Targeted Barriers to Achieving the Goal 3

- Teacher expertise on the components of the framework.

Plan to Monitor Progress Toward G1. 8

Formative Assessments using both local and district student performance data

Person Responsible

Sarah Lawson

Schedule

Weekly, from 8/13/2014 to 5/27/2015

Evidence of Completion

Teachers will develop formative assessments during PLCs. Student work from the assessment will be looked at during the PLCs, as well as District and School Benchmark data. Teachers will track the student gains in Reading and Math.

G2. Increase student engagement in all content areas and grade levels. 1a

G045894

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- District Framework for Intentional Teaching

Targeted Barriers to Achieving the Goal 3

- Teacher expertise on the components of the framework Not all faculty members have the same comfort level in implementing student engagement strategies.

Plan to Monitor Progress Toward G2. 8

Formative assessments, and both local and district student performance data
Monthly data meetings with each grade level

Person Responsible

Sarah Lawson

Schedule

Biweekly, from 8/13/2014 to 5/22/2015

Evidence of Completion

New- Formative assessments will be developed and implemented by PLCs, student work from the formative assessments will be looked at in PLCs, and both district and school level benchmark data will be analyzed in PLCs. Teachers will track the progress of the lowest quartile students in reading.

G3. Increase faculty knowledge in Florida State Standards. 1a

G045895

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Monthly PLC's to highlight various strategies to increase knowledge of common core curriculum . At least one teacher from each grade level has had training in Common Core and will provide support to faculty.

Targeted Barriers to Achieving the Goal 3

- Comfort level of faculty.
- Sufficient materials for non-fiction reading

Plan to Monitor Progress Toward G3. 8

Teacher observation; Documentation in Lesson Plans.

Person Responsible

Schedule

Evidence of Completion

Walk through data; instructional appraisal tool; Lesson plans with documentation of common core.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase faculty and student collaboration withing the classroom. **1**

 G045893

G1.B1 Teacher expertise on the components of the framework. **2**

 B113485

G1.B1.S1 Teachers will spend 1 hour per week collaborating the five components of the framework and plan lessons using the framework components to implement in the classroom each week. **4**

 S124870

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning, both teaching practices and student achievement improve. The framework for intentional teaching provides teachers with strategies needed to improve student achievement withing the classroom.

Action Step 1 **5**

Weekly PLCs focused on Framework for Intentional Teaching.

Person Responsible

Schedule

Weekly, from 8/13/2014 to 5/27/2015

Evidence of Completion

PLC logs, student samples

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

Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one PLC Meeting Log each week.

Person Responsible

Sarah Lawson

Schedule

Weekly, from 8/13/2014 to 5/27/2015

Evidence of Completion

Sign In Sheets, PLC Logs

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

Classroom Learning Walks, Formative Assessment data analyzed at the PLC Meetings

Person Responsible

Sarah Lawson

Schedule

Weekly, from 8/13/2014 to 5/27/2015

Evidence of Completion

Classroom walk throughs on the intentional framework will be done biweekly. Feedback will be given to the teachers on collaborative classroom principles.

G2. Increase student engagement in all content areas and grade levels. 1

G045894

G2.B1 Teacher expertise on the components of the framework Not all faculty members have the same comfort level in implementing student engagement strategies. 2

B113486

G2.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom each week. 4

S124871

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning, both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student engagement, learning and growth.

Action Step 1 5

Weekly PLCs focused around the framework for intentional teaching

Person Responsible

Sarah Lawson

Schedule

Weekly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Walk through and observation data

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

Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team.

Person Responsible

Sarah Lawson

Schedule

Weekly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Sign in sheets will be collected. PLC Logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.

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

Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings

Person Responsible

Sarah Lawson

Schedule

Weekly, from 8/13/2014 to 5/22/2015


Evidence of Completion

Classroom Walk throughs on the Framework and the principles of the collaborative classroom will be done biweekly, Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.


G3. Increase faculty knowledge in Florida State Standards. 1

 G045895

G3.B1 Comfort level of faculty. 2

 B113487

G3.B1.S1 Teachers will be supported in common core curriculum. 4

 S124872

Strategy Rationale

Action Step 1 5

All professional development will be common core related.

Person Responsible

Schedule

Evidence of Completion

Agenda's for professional development; meetings

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

Local curriculum council meetings. Informal discussions with administration; collegial conversations

Person Responsible

Schedule

Evidence of Completion

Curriculum council agendas and minutes

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

Walk through's and observations

Person Responsible

Schedule


Evidence of Completion

Data from walk throughs and teacherobservation

G3.B2 Sufficient materials for non-fiction reading 2

 B113488

G3.B2.S1 All classrooms will be provided with a non-fiction monthly periodical that will support their Common Core instruction. 4

 S124873

Strategy Rationale

Action Step 1 5

A non-fiction monthly periodical will be provided to all classrooms. This will support Common Core instruction in reading, writing, science and social studies.

Person Responsible

Schedule

Evidence of Completion

Student work samples, lesson plans, administrative walk-throughs and observations

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administration will conduct walk-throughs and observations to determine the use and effectiveness of the periodicals.

Person Responsible

Schedule

Evidence of Completion

walk-through logs

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administration will conduct classroom visits (walk-throughs and observations) in order to monitor effectiveness.

Person Responsible

Schedule

Evidence of Completion

walk through logs

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	Weekly PLCs focused on Framework for Intentional Teaching.		8/13/2014	PLC logs, student samples	5/27/2015 weekly
G2.B1.S1.A1	Weekly PLCs focused around the framework for intentional teaching	Lawson, Sarah	8/13/2014	Walk through and observation data	5/29/2015 weekly
G3.B1.S1.A1	All professional development will be common core related.		Agenda's for professional development; meetings	one-time	
G3.B2.S1.A1	A non-fiction monthly periodical will be provided to all classrooms. This will support Common Core instruction in reading, writing, science and social studies.		Student work samples, lesson plans, administrative walk-throughs and observations	once	
G1.MA1	Formative Assessments using both local and district student performance data	Lawson, Sarah	8/13/2014	Teachers will develop formative assessments during PLCs. Student work from the assessment will be looked at during the PLCs, as well as District and School Benchmark data. Teachers will track the student gains in Reading and Math.	5/27/2015 weekly
G1.B1.S1.MA1	Classroom Learning Walks, Formative Assessment data analyzed at the PLC Meetings	Lawson, Sarah	8/13/2014	Classroom walk throughs on the intentional framework will be done biweekly. Feedback will be given to the teachers on collaborative classroom principles.	5/27/2015 weekly
G1.B1.S1.MA1	Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one PLC Meeting Log each week.	Lawson, Sarah	8/13/2014	Sign In Sheets, PLC Logs	5/27/2015 weekly
G2.MA1	Formative assessments, and both local and district student performance data Monthly data meetings with each grade level	Lawson, Sarah	8/13/2014	New- Formative assessments will be developed and implemented by PLCs, student work from the formative assessments will be looked at in PLCs, and both district and school level benchmark data will be analyzed in PLCs. Teachers will track	5/22/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				the progress of the lowest quartile students in reading.	
G2.B1.S1.MA1	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings	Lawson, Sarah	8/13/2014	Classroom Walk throughs on the Framework and the principles of the collaborative classroom will be done biweekly, Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.	5/22/2015 weekly
G2.B1.S1.MA1	Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team.	Lawson, Sarah	8/13/2014	Sign in sheets will be collected. PLC Logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.	5/29/2015 weekly
G3.MA1	Teacher observation; Documentation in Lesson Plans.		Walk through data; instructional appraisal tool; Lesson plans with documentation of common core.	once	
G3.B1.S1.MA1	Walk through's and observations		Data from walk throughs and teacherobservation	once	
G3.B1.S1.MA1	Local curriculum council meetings. Informal discussions with administration; collegial conversations		Curriculum council agendas and minutes	once	
G3.B2.S1.MA1	Administration will conduct classroom visits (walk-throughs and observations) in order to monitor effectiveness.		walk through logs	once	
G3.B2.S1.MA1	Administration will conduct walk-throughs and observations to determine the use and effectiveness of the periodicals.		walk-through logs	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase faculty and student collaboration within the classroom.

G1.B1 Teacher expertise on the components of the framework.

G1.B1.S1 Teachers will spend 1 hour per week collaborating the five components of the framework and plan lessons using the framework components to implement in the classroom each week.

PD Opportunity 1

Weekly PLCs focused on Framework for Intentional Teaching.

Facilitator

Administrators, Model Coach, Teachers

Participants

All teachers, administrators

Schedule

Weekly, from 8/13/2014 to 5/27/2015

G2. Increase student engagement in all content areas and grade levels.

G2.B1 Teacher expertise on the components of the framework Not all faculty members have the same comfort level in implementing student engagement strategies.

G2.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom each week.

PD Opportunity 1

Weekly PLCs focused around the framework for intentional teaching

Facilitator

Administrators and Model School Coach

Participants

All Teachers

Schedule

Weekly, from 8/13/2014 to 5/29/2015

G3. Increase faculty knowledge in Florida State Standards.

G3.B1 Comfort level of faculty.

G3.B1.S1 Teachers will be supported in common core curriculum.

PD Opportunity 1

All professional development will be common core related.

Facilitator

Administration and teacher leaders

Participants

Available to all faculty

Schedule