Grove Park Elementary School

2014-15 School Improvement Plan

Grove Park Elementary School

1643 MILLER ST, Orange Park, FL 32073

http://www.clay.k12.fl.us/gpe/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	76%

Alternative/ESE Center	Charter School	Minority
No	No	71%

School Grades History

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

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

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

The mission of Grove Park Elementary is to establish a compassionate and learning environment where students are actively engaged in the learning process as the school community prepares students to become successful and productive global thinkers in an ever-changing world.

Provide the school's vision statement

The vision of Grove Park Elementary School is to inspire all students to become responsible citizens who are independent thinkers and lifelong achievers.

School Environment

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

Grove Park offers many opportunities for parents, teachers and students to gather and interact. These opportunities are offered over the course of the school year which allows parents and teachers to engage in meaning conversations and continue this dialogue over the course of the year. Grove Park continues to partner with community institutions to support and offer resources to our students and their families.

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

Grove Park provides a "bully free zone" to all students. Students are taught in the classroom how to respect and interact with their peers through the social component in the academic curricula, as well as lessons provided by the school's guidance counselors. Students are warmly greeted to school by adults when arriving and dismissing. Adults are assigned duty stations strategically throughout the school to provide "eyes and ears" as a safety measure for students arriving and leaving school.

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

Grove Park implements a PBIS school-wide discipline system with support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment for students. The ultimate goal is for students to remain in their classrooms engaging in meaningful learning opportunities.

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

Grove Park has 2 guidance counselors on site. Students are able to discuss any concerns they might have with our guidance counselors. Grove Park also offers a mentoring program to our students in which mentors come to the school to support assigned mentee students academically and socially.

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 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

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	3	3
One or more suspensions	0	
Course failure in ELA or Math	2	2
Level 1 on statewide assessment	3	3

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	2	2

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
mentor program

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/209199.

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

Grove Park continues to build relationships with its community partners to provide resources and support for our students and their families. Our partnership with First Baptist Church of Orange Park provides a wealth of resources such as a "Backpack" program that provides food for the weekend for students and their families and a "Trunk or Treat" event which provides a fun and safe environment for students gather after school and participate in Halloween activities.
Grove Park continues to partner with local business, TMM, which provides student supplies, as well as supplies for the classroom.
Last year, Grove Park was the first Title One school in Clay County to receive to "A Visit from St. Nicholas" which is sponsored by HandsOnJacksonville. Students were provided a backpack full of toys plus a very special visit from St. Nicholas who taught a lesson on kindness.

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
Voytko, Scott	Principal
Mainer, Marcia	Assistant Principal
Brown, Easter	Teacher, K-12
Paranaby, Holley	Guidance Counselor
Arp, Doris	Teacher, K-12
Diamond, Angela	Teacher, K-12
Fitzgerald, Marie	Teacher, ESE
Freeman, Chelsea	Instructional Media
Graham, Paula	Teacher, K-12
Gullett, Carey	Teacher, K-12
Korepanov, Kristen	Teacher, K-12
Lancaster, Stephanie	Teacher, K-12
Ortega, Andrea	Teacher, K-12
Rennert, Kelli	Guidance Counselor
Rodifer, Kellie	Instructional Coach
Smith, Bradley	Teacher, K-12

Duties

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

Administrators, RtI leaders and teachers will work to support an infrastructure that allows for a three-tiered model of delivery and supervise the implementation of the MTSS/RtI framework including data review, needs assessments (i.e. staff training, resources, etc.) and monitoring of the annual plan. The MTSS/RtI team will meet to discuss evidenced-based student interventions, data collection, graphing and assessment. The team will meet weekly to cover topics related to ESE, IEP and 504 evaluations and eligibility, IEP reviews/updates, and intervention methods.

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 teachers and MTSS/RtI leaders meet weekly to discuss the problem solving process for interventions. The MTSS/RtI leaders guide and inform teachers of process updates and updates in the navigation of the web-based platform. All teachers receive the same instruction to ensure a unified process. Teachers and leaders discuss small group interventions and the status of student progress as well as data points and whole class performance.
Title 1, Part A -
GPE offers intensive academic classes and in-school tutoring to all students who are performing below grade level. Services outside of the regular school day are provided to ensure students requiring additional remediation are assisted through before and after school CAI, Saturday School, and Summer School.
Title 1, Part C- Migrant
A county level Migrant liaison provides services and supports and students and parents. The liaison coordinates with Title I and other programs to ensure that student needs are met.
Title 1, Part D
District receives funds to support the Educational Alternative Outreach Programs. Services are coordinated with district DOP programs.
Title III -
District receives supplemental funds for improving basic education programs through the purchase of small equipment and new technology in classrooms (Success Maker Lab, Multiple Enhanced Classroom Settings, one grade level set of iPads, one grade level set of Google Chrome Books, and two Computer Labs)
Title X- Homeless-
District Homeless Social Workers provide resources (clothing, school supplies, social service referrals, and housing) for students identified as homeless under the McKinney-Vento V Act
Violence Prevention Programs
GPE provides non-violence, anti-bullying, and anti-drug programs, field trips, parent education, counseling, and social service referrals. PBIS strategies are also being utilized school-wide to train staff in fostering a safe and civil school climate. GAB (Gators Against Bullying) program to help prevent bullies in the school setting.
Nutritional Programs
GPE offers free summer breakfast and lunch for all Clay County residents and 18 and under. In addition, 75% of our student population is served breakfast and lunch at a free or reduced rate. GPE partners with First Baptist Church's backpack program which provides students and their families with nutritional food items for the weekend.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Easter Brown	Teacher
Kristen Korepanov	Teacher
Scott Voytko	Principal
Marcia Mainer	Principal
Stephanie Dean	Teacher
Stan Harris	Teacher
Marie Fitzgerald	Teacher
Alma Rivera Viera	Education Support Employee
Tracy Tarkington	Education Support Employee
Batul Fatima	Teacher
John Newman	Business/Community
Melissa Ayers	Parent
Deanna Dixon	Parent
Officer Thigpen	Business/Community
Vernester Clark-Alexander	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC met to discuss last year's academic performance using data from last year's FCAT scores. SAC identified a significant area of concern which was a drop in math scores. It was decided by SAC that the focus for GPE would be to increase overall student achievement in math.

Development of this school improvement plan

Grove Park Elementary's SAC members consists of a variety stakeholders including teachers, parents and community leaders. The SAC members work together to identify and problem solve challenges the school and community encounters.. Through a community-wide commitment, the SAC will foster a positive learning environment and set high expectations to meet the diverse needs of the student body.

Preparation of the school's annual budget and plan

There are no funds in the SAC budget.

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

SAC funds were used to support the action plans and initiatives as decided by SAC members based on the school improvement plan.

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
Arp, Doris	Teacher, K-12
Brown, Easter	Teacher, K-12
Diamond, Angela	Teacher, K-12
Fitzgerald, Marie	Teacher, ESE
Freeman, Chelsea	Instructional Media
Graham, Paula	Teacher, K-12
Gullett, Carey	Teacher, K-12
Korepanov, Kristen	Teacher, K-12
Lancaster, Stephanie	Teacher, K-12
Mainer, Marcia	Assistant Principal
Voytko, Scott	Principal
Ortega, Andrea	Teacher, K-12
Paranaby, Holley	Guidance Counselor
Rennert, Kelli	Guidance Counselor
Rodifer, Kellie	Instructional Coach
Smith, Bradley	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This year the LLT is focusing on increasing student access to non-fiction texts in the school library as well as classroom libraries. These libraries will be used to strengthen students' non-fiction reading skills needed to be successful in mastery of Florida Standards. The district's initiative addresses the Framework for Intentional Teaching which consists of five components: Purpose, Modeling Thinking, Guided Instruction, Collaborative Learning, and Independent Learning. In weekly PLCs teachers and administrators focus on reading strategies that work across the curriculum to support literacy. The media specialist implements the Accelerated Reader program school wide which recognizes students for reading milestones.

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

The district has committed to an hour of professional development which is held every Tuesday morning. Administration promotes an atmosphere where teachers are encouraged to collaborate alternating

between planning and evaluating common assessments and instruction. The PLCs specifically address the content areas of Math, Science, and Reading.

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

Scott Voytko, Grove Park's principal, is committed to recruiting and retaining highly qualified teachers. Grove Park offers an intimate and nurturing environment for teachers. Through extrinsic and intrinsic motivation, Mr. Voytko aims to recruit and retain highly qualified teachers who are compassionate about its students. Teacher Mentoring, Professional Development, Professional Learning Communities and fellowship activities are offered to assist new teachers while they are adjusting to Clay County and the local teaching environment. Interviews are structured to identify team players, candidates who desire to make a positive impact at Grove Park, and candidates who are knowledgeable on the Common Core Curriculum. Professional development opportunities are offered across the curriculum both locally and through district events ?for staff members and these professional development opportunities are designed to?? inform ?instruction? and? evaluate ?knowledge, ?skills, ?performance, ?and? dispositions? needed? to be successful in ??21st ?century education and successfully cater to the community our school serves.?

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

Grove Park supports the continued improvement of new teachers. The purpose of Teacher Mentoring is to connect the new teachers with a veteran or highly effective teacher upon whom the new teacher can rely on for assistance and guidance. During this mentoring period, ongoing collaboration will facilitate the growth of the new teacher toward the highest levels of professional practice during his/her first years of teaching or transition. The mentoring program provides a partnership for teachers new to the field of education, new to the district, or new to a specific grade level. Each mentoring plan is specific to the new teacher's needs therefore the mentoring timeframe or concentration may vary.

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 plan and evaluate through collaborative PLCs working under the umbrella of the framework for intentional teaching. To assist with planning, teachers use curriculum maps for creating lessons and choosing the standard of focus. The literacy block has been increased to 150 minutes to support implementation of the Florida Standards.
Sixth grade adopted new curriculum to align to the Florida Standards. The Reading curriculum is from Houghton Mifflin Harcourt and the Math curriculum is from Carnegie. Supplemental resources include Rewards for intensive reading and Scholastic Scope.

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

GPE implements a three-tiered model of delivery and supervise the implementation of the MTSS/RtI framework including data review, needs assessments (i.e. staff training, resources, etc.) and

monitoring student progress. GPE discusses evidenced-based student interventions, data collection, graphing and assessment. Teachers and leaders discuss small group interventions and the status of student progress as well as data points and whole class performance.

The team also meets weekly to discuss topics related to students' Individualized Education Plans and 504 evaluations as well as ESE eligibility, IEP reviews/updates, and intervention methods.

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: 1,200

Spring Tutoring

Strategy Rationale

Data from student FCAT scores show a decline in student performance in Math. As a result, spring tutoring will focus on math strategies and interventions to increase student achievement in Math.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy
Voytko, Scott, sdvoytko@oneclay.net

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

Data is collected by the assigned tutoring teachers. Students are assessed at the beginning and end of the tutoring.

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

Based on FLKRS screening, siblings of developmentally delayed students qualify for Title 1 assisted preschool.

At the beginning of school, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. The FLKRS assessment is assessed during the first 30 days of school to determined school readiness and the child's ability to form meaningful relationships. Parents and students have the opportunity to attend a Kindergarten Readiness and Kindergarten Orientation workshop. Both workshops begin prior to the start of school to help ensure a smooth transition for students. When registering their children, parents are given information on the Kindergarten Readiness workshop and during this workshop parents are provided a copy of the grade level expectations, Kindergarten Florida Standards and initial Kindergarten readiness skills to work on at home. During both workshops, students and parents have the opportunity to visit the classroom and meet the teacher. Teachers and parents work together to accommodate and assist students during the transition period.

Another assessment students are given throughout the school year is the FAIR Assessment which assesses the reading readiness of students. Students with low reading readiness are given supplemental intensive reading instruction using direct instruction pedagogy.

End of the year articulation meetings are held for the upcoming school year. Pre-kindergarten and Kindergarten teachers collaborate on assigning and assessing students based on their academic and developmental needs. The articulation meeting assists kindergarten teachers in ensuring each child successfully transitions to our elementary school program.

Grove Park holds weekly College/Career Share Session in which teachers speak to sixth grade students about the importance of college and the benefits of attaining a higher education. Students have the opportunity to ask the teachers questions about their college experience. This session is geared at sparking the idea of college as an option available to each and every student.

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.   Writing across the curriculum in all content areas. (cite evidence to support thinking)

G2.   Promote collaboration among teachers and administration to increase student achievement.

Strategic Goals Detail

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

G1. Writing across the curriculum in all content areas. (cite evidence to support thinking) `1a`

🔍 G045947

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	83.0

Resources Available to Support the Goal `2`

- Being A Writer
- Non-Fiction Classroom Library
- Being Writer Workshops
- Comprehension Toolkit

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher training on writing strategies
- Not enough writing in all content areas

Plan to Monitor Progress Toward G1. `8`

A variety of assessments will be used to measure writing across the curriculum in all content areas including collection of lesson plans, review of PD 360 reports and evaluations, and FSA English Language Arts Writing Component Assessment.

Person Responsible

Scott Voytko

Schedule

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

Evidence of Completion

Lesson plans, PD 360 reports, staff evaluations and FSA Assessment reporting, PLC logs

G2. Promote collaboration among teachers and administration to increase student achievement. `1a`

🔍 G045948

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal `2`

- Framework for intentional teaching

- New curriculum resources

- Math examplars

Targeted Barriers to Achieving the Goal `3`

- Lack of expertise using the framework for intentional teaching

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

Scott Voytko

Schedule

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

Evidence of Completion

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 all content areas.

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. Writing across the curriculum in all content areas. (cite evidence to support thinking) `1`

🔑 G045947

G1.B1 Lack of teacher training on writing strategies `2`

🔑 B113614

G1.B1.S1 Providing teacher collaboration for writing using the Framework for Intentional Teaching during PLC planning and evaluation intervals `4`

🔑 S125037

Strategy Rationale

This will allow teachers to have time to brainstorm and model writing strategies that are successful in the classroom

Action Step 1 `5`

Focusing on writing strategies from Being A Writer during teacher Professional Learning Communities

Person Responsible

Scott Voytko

Schedule

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

Evidence of Completion

Student artifacts, teacher collaboration

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

Lesson plans, classroom walk-throughs, PD 360 Observations, PLC logs

Person Responsible

Scott Voytko

Schedule

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

Evidence of Completion

PD 360 reports, evaluations of faculty members, student work and journals, PLC Logs

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

Lesson plans will reviewed on a regular basis for evidence of writing opportunities, feedback will be provided to teachers to ensure writing is being implemented in the classroom, and PD 360 reports will provide teachers with feedback from classroom observations on writing used in the classroom; coaches are available for coaching sessions on writing ideas and implementation strategies.

Person Responsible

Scott Voytko

Schedule

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

Evidence of Completion

Lesson plans, PD 360 reports, staff evaluations,FSA English Language Arts Writing Component Assessment, Benchmark Assessments, Teacher created Assessments, PLC Logs

G1.B2 Not enough writing in all content areas 2

B113615

G1.B2.S1 Increase class time writing in all content areas through the 150 minute reading block 4

S125039

Strategy Rationale

This will allow teachers and students more time to model thinking for the writing process as well time for students to write independently

Action Step 1 5

Train teachers to use writing as a tool for learning

Person Responsible

Scott Voytko

Schedule

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

Evidence of Completion

Student artifacts, classroom writing scores, journals and FSA English Language Arts Writing Component scores

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

PD 360 Observations and Classroom Walk-throughs, PLC logs

Person Responsible

Scott Voytko

Schedule

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

Evidence of Completion

PD 360 reports; evaluations of faculty members, PLC logs, FSA English Language Writing Component scores

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

Lesson plans will be reviewed on a regular basis for evidence of writing in all content areas, feedback will be provided to teachers to ensure writing is being implemented in the classroom, and PD 360 reports will provide teachers with feedback from classroom observations on writing used in the classroom; coaches are available for coaching sessions on writing ideas and implementation strategies.

Person Responsible

Scott Voytko

Schedule

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

Evidence of Completion

Lesson plans, PD 360 reports, staff evaluations, Being A Writer and other writing curriculum assessments

G2. Promote collaboration among teachers and administration to increase student achievement. `1`

🔑 G045948

G2.B1 Lack of expertise using the framework for intentional teaching `2`

🔑 B113616

G2.B1.S1 Support Implementation of the Framework `4`

🔑 S125040

Strategy Rationale

PLCs will focus on collaborative planning among grade levels alternating weekly between lesson planning and evaluation of student work samples to increase student achievement.

Action Step 1 `5`

Weekly PLCs focused around the frame work for intentional teaching

Person Responsible

Scott Voytko

Schedule

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

Evidence of Completion

Walkthrough 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

Scott Voytko

Schedule

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

Evidence of Completion

meeting minutes/notes and attendance sign in sheets, feedback from admin, teacher logs will document collaboration around the components of the framework

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

Classroom walkthroughs, formative assessment data analyzed at the PLC meetings

Person Responsible

Scott Voytko

Schedule

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

Evidence of Completion

Meeting notes/minutes of collaboration/feedback and video logs, walkthroughs on the framework and the principals 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.

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	Focusing on writing strategies from Being A Writer during teacher Professional Learning Communities	Voytko, Scott	9/1/2014	Student artifacts, teacher collaboration	5/29/2015 weekly
G1.B2.S1.A1	Train teachers to use writing as a tool for learning	Voytko, Scott	9/1/2014	Student artifacts, classroom writing scores, journals and FSA English Language Arts Writing Component scores	5/29/2015 daily
G2.B1.S1.A1	Weekly PLCs focused around the frame work for intentional teaching	Voytko, Scott	9/1/2014	Walkthrough and observation data	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	A variety of assessments will be used to measure writing across the curriculum in all content areas including collection of lesson plans, review of PD 360 reports and evaluations, and FSA English Language Arts Writing Component Assessment.	Voytko, Scott	9/1/2014	Lesson plans, PD 360 reports, staff evaluations and FSA Assessment reporting, PLC logs	5/29/2015 weekly
G1.B1.S1.MA1	Lesson plans will reviewed on a regular basis for evidence of writing opportunities, feedback will be provided to teachers to ensure writing is being implemented in the classroom, and PD 360 reports will provide teachers with feedback from classroom observations on writing used in the classroom; coaches are available for coaching sessions on writing ideas and implementation strategies.	Voytko, Scott	9/1/2014	Lesson plans, PD 360 reports, staff evaluations,FSA English Language Arts Writing Component Assessment, Benchmark Assessments, Teacher created Assessments, PLC Logs	5/29/2015 weekly
G1.B1.S1.MA1	Lesson plans, classroom walk-throughs, PD 360 Observations, PLC logs	Voytko, Scott	9/1/2014	PD 360 reports, evaluations of faculty members, student work and journals, PLC Logs	5/29/2015 weekly
G1.B2.S1.MA1	Lesson plans will be reviewed on a regular basis for evidence of writing in all content areas, feedback will be provided to teachers to ensure writing is being implemented in the classroom, and PD 360 reports will provide teachers with feedback from classroom observations on writing used in the classroom; coaches are available for coaching sessions on writing ideas and implementation strategies.	Voytko, Scott	9/1/2014	Lesson plans, PD 360 reports, staff evaluations, Being A Writer and other writing curriculum assessments	5/29/2015 weekly
G1.B2.S1.MA1	PD 360 Observations and Classroom Walk-throughs, PLC logs	Voytko, Scott	9/1/2014	PD 360 reports; evaluations of faculty members, PLC logs, FSA English Language Writing Component scores	5/29/2015 weekly
G2.MA1	Formative assessments and both local and district student performance data, monthly data meetings with each grade level	Voytko, Scott	9/1/2014	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 all content areas.	5/29/2015 weekly
G2.B1.S1.MA1	Classroom walkthroughs, formative assessment data analyzed at the PLC meetings	Voytko, Scott	9/1/2014	Meeting notes/minutes of collaboration/ feedback and video logs, walkthroughs on the framework and the principals 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.	5/29/2015 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.	Voytko, Scott	9/1/2014	meeting minutes/notes and attendance sign in sheets, feedback from admin, teacher logs will document collaboration around the components of the framework	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Writing across the curriculum in all content areas. (cite evidence to support thinking)

G1.B1 Lack of teacher training on writing strategies

G1.B1.S1 Providing teacher collaboration for writing using the Framework for Intentional Teaching during PLC planning and evaluation intervals

PD Opportunity 1

Focusing on writing strategies from Being A Writer during teacher Professional Learning Communities

Facilitator

Administrators and coaches

Participants

All teachers

Schedule

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

G1.B2 Not enough writing in all content areas

G1.B2.S1 Increase class time writing in all content areas through the 150 minute reading block

PD Opportunity 1

Train teachers to use writing as a tool for learning

Facilitator

Administrators and coaches

Participants

All teachers

Schedule

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

G2. Promote collaboration among teachers and administration to increase student achievement.

G2.B1 Lack of expertise using the framework for intentional teaching

G2.B1.S1 Support Implementation of the Framework

PD Opportunity 1

Weekly PLCs focused around the frame work for intentional teaching

Facilitator

Administrators and Coaches

Participants

All teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Writing across the curriculum in all content areas. (cite evidence to support thinking)	0
Goal 2: Promote collaboration among teachers and administration to increase student achievement.	0
Grand Total	**0**

Goal 1: Writing across the curriculum in all content areas. (cite evidence to support thinking)		
Description	**Source**	**Total**
B2.S1.A1		0
Total Goal 1		**0**
Goal 2: Promote collaboration among teachers and administration to increase student achievement.		
Description	**Source**	**Total**
B1.S1.A1		0
Total Goal 2		**0**