

# Montclair Elementary School



2014-15 School Improvement Plan

## Montclair Elementary School

2398 MOODY AVE, Orange Park, FL 32073

<http://mce.oneclay.net>

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

53%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

40%

### School Grades History

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

### 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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
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 work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

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

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

#### School Environment

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

Students are encouraged to talk about the differences in their cultures. Teachers encourage dialog where the students will explain certain cultural differences.

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

The rules remind students that we respect all people. Everyone is expected to follow the school guidelines and we encourage an active environment where students learn to work with each other both in the classroom and out.

##### **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**

We have a program called MCE 101. At the beginning of the year each the students are brought by grade level where they meet with the Principal and the Assistant Principal. All the school expectations are explained and the Code of Conduct is reviewed. The students all sign an acknowledgement that this has been reviewed with them and the teacher keeps a copy of the signature page. The rules are reviewed every quarter with the students.

##### **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**

The new resources utilized county wide, Making Meaning and Being a Writer, have social and emotional components built into the programs. We have a guidance counselor on campus at all times and access to the county psychologist.

#### Early Warning Systems

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



**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

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

**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
	3	4	5	6	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	1	0	0	0	1
Level 1 on statewide assessment	0	4	7	12	23

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Student data is monitored closely, both by district and teacher created assessments. Students participate in Performance Matters assessments to further monitor data. They enter the MTSS so that interventions are in place. In reading we have a 5-2-2 plan initiated so that the lower students receive intensive interventions daily.

**Family and Community Involvement**

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

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

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

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

No

**PIP Link**

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

**Description**

Parent portal, communications, newsletters

**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**

We have worked closely with the community to increase student achievement. Our partnerships have helped provide extra supplies and food for students in need. These partnerships show the caring that the school and community has and it helps to increase student interest in academics. We have a free tutoring program for student in grades K-3 to help improve reading achievement, the computer lab is open in the morning for students to access to practice their math.

**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
Miller, William	Principal
Archibald, Connie	Assistant Principal
Williams, Robbin	Teacher, K-12
Pugh, Melissa	Teacher, K-12
White, Michelle	Teacher, K-12
Bunn, Tara	Teacher, K-12
Weaver, Heather	Teacher, K-12
Cummings, Pama	Teacher, K-12
Beaver, Jimmie	Teacher, K-12

**Duties**

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

The school based leadership teams ensure that each team member is aware of changes that are being implemented to curriculum and where additional academic concerns are developing.

***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***

All staff members meet in grade levels with administration to review data collected. The needs of the students are evaluated based on data that is collected throughout the year and lessons are constructed to address the needs. Professional development is directed to aid teachers in delivering the most effective methods of instruction to the students. Both para-professionals and ESE staff push in with classroom teachers to provide additional support to students with the greatest needs and accommodations Teachers develop instruction around Higher Order Thinking methods to improve student understanding.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Terri Gilpin	Teacher
Heather Weaver	Teacher
Robin Barnard	Teacher
Laurie Langley	Teacher
S. Boatright	Parent
John Rose	Parent
Rex Gilpin	Business/Community
William Miller	Principal
Jason Barnard	Parent
Vanessa Isenberg	Parent
Marnee Knight	Education Support Employee
Gena Tamplin	Parent
A. Bilbray	Parent

**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 Committee worked throughout the year to continue to increase math, reading, and writing across the curriculum.

*Development of this school improvement plan*

The SAC committee met to discuss needs and visions for the coming years. We studied the data collected from the previous years in regards to student progress and noted areas where there needs to be improvement. From that point we developed a plan that addresses those needs and the needs for upcoming years with the movement to common core.

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

The SAC committee is advised of the schools annual budget and can confer with the administration of the costs associated with the school operational budget.

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

Reading Under the Stars \$200

***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
Miller, William	Principal
Archibald, Connie	Assistant Principal
Williams, Robbin	Teacher, K-12
Pugh, Melissa	Teacher, K-12
White, Michelle	Teacher, K-12
Bunn, Tara	Teacher, K-12
Beaver, Jimmie	Teacher, K-12
Weaver, Heather	Teacher, K-12
Cummings, Pama	Teacher, K-12

### Duties

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

One of the chief initiatives of the LLT this year is the implementation of writing across the curriculum in response to reading. Faculty is being trained in Being a Writer strategies and students are keeping journals for math and science in addition to reading.

Teachers are reviewing texts and developing higher order questions to increase student awareness and understanding.

A variety of engagement strategies are being implemented to increase student participation and understanding.

### 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**

Teachers are involved in weekly PLC meetings where they discuss engagement strategies and plan lessons that can be utilized across the curriculum.

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

Applicants are screened based on a criteria and interviewed and hired by Mr. Miller. All faculty participate in Professional Development provided by the school administration, teacher leaders, and the county.

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

Teachers are grouped in vertical teams for PLC/PD to understand and support surrounding grade levels.

### 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**

CPALMS, county curriculum maps, county adopted materials including Being a Writer, Discovery Education, PLC's

### 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**

IDR, literacy block 5-2-2 plan

**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:** After School Program

**Minutes added to school year:** 900

Activities Day is held each semester for 10 weeks. Students are invited to participate in a variety of activities that are geared to improving critical thinking skills, citizenship, and academics in an engaging environment. Transportation is provided to allow students who ride buses to participate.

#### **Strategy Rationale**

The activities are developed to meet student interests and needs, increase knowledge, develop higher order thinking skills as well as increasing citizenship.

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

- Enrichment

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

Miller, William, [wjmiller@oneclay.net](mailto:wjmiller@oneclay.net)

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

The number of students that participated is tracked by attendance.

**Strategy: Summer Program**

**Minutes added to school year:**

The library is opened for 5 Tuesdays every summer. It is staffed by teacher and parent volunteers. Programs are created to enrich and encourage student learning and reading throughout the summer months. Students also have the option of completing the program at home.

**Strategy Rationale**

The program encourages students to continue reading and researching throughout the summer months when traditionally students lose ground.

**Strategy Purpose(s)**

- Enrichment

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

Miller, William, wjmiller@oneclay.net

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

Student participation is monitored by completed logs that are submitted when the students return to school in August.

**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**

The administration meets with all kindergarteners when they begin school. The student code of conduct is explained to the students and their parents in language that the students can comprehend.

All kindergarten students begin with staggered enrollment, this allows them to adapt to the classroom environment more easily. They are given tours of the school and meet key personnel that they might not encounter on a daily basis so that they are more comfortable.

**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 student engagement In all areas of the curriculum
- G2.** Increase faculty and student collaboration within the classroom.
- G3.** Increase student writing skills by incorporating writing across the curriculum.

## 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 student engagement In all areas of the curriculum** 1a

G046120

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0

**Resources Available to Support the Goal** 2

- PLC's focusing on collaborative learning. The Making Meaning and Being a Writer programs.

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge of effective engagement strategies

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

Data will be collected through walk-throughs and Professional Development Logs

**Person Responsible**

Connie Archibald

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Will be ongoing through out the year

**G2. Increase faculty and student collaboration within the classroom.** 1a

G046121

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0

**Resources Available to Support the Goal** 2

- Framework for Intentional Teaching

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher experience with the framework

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

Increase in student achievement in weekly assessments and district created assessments such as Performance Matters

**Person Responsible**

Connie Archibald

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Teacher and district created assessments along with student work samples



**G3. Increase student writing skills by incorporating writing across the curriculum.** 1a

G046122

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	75.0

**Resources Available to Support the Goal** 2

- Being a Writer, Math Journaling, Making Meaning

**Targeted Barriers to Achieving the Goal** 3

- Time for writing across the school day.

**Plan to Monitor Progress Toward G3.** 8

Review student writing samples from content areas.

**Person Responsible**

Connie Archibald

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Student work samples

## 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 student engagement In all areas of the curriculum **1**

 G046120

**G1.B1** Lack of knowledge of effective engagement strategies **2**

 B114082

**G1.B1.S1** Using PLC's to create effective lessons. Utilizing Making Meaning and Being a Writer to increase students awareness of community and partner work. **4**

 S125571

### Strategy Rationale

By increasing student engagement in the learning process, they become more engaged in directing the learning process.

### Action Step 1 **5**

Creating effective lesson plans in PLC's

#### Person Responsible

Connie Archibald

#### Schedule

Weekly, from 10/1/2014 to 6/3/2015

#### Evidence of Completion

Discussion logs from Team Meetings and PLCs.

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

Formative Assessments, both teacher and county created

**Person Responsible**

Connie Archibald

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Walk-throughs, Lesson Plans, Team meeting logs, Formative Assessments

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

Student progress will be monitored by using work samples, teacher assessments, and Formative Assessments.

**Person Responsible**

Connie Archibald

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Walk-throughs, Team Meeting Logs, lesson plans, assessment results, student work samples.

**G2. Increase faculty and student collaboration within the classroom. 1**

G046121

**G2.B1 Lack of teacher experience with the framework 2**

B114084

**G2.B1.S1 Collaboration among Professional Learning Communities in designing lessons to meet the components of the framework for intentional teaching. 4**

S125573

**Strategy Rationale**

As teachers become more familiar with the framework for intentional teaching, the opportunities for students to become more involved in the investigative and instructional process of learning will increase.

**Action Step 1 5**

Weekly PLC's

**Person Responsible**

Connie Archibald

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Meeting logs

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

Teams meet weekly in PLC's

**Person Responsible**

Connie Archibald

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Sign in sheets are collected, logs are submitted for review.

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

Classroom walkthroughs using Observation 360 and teacher created Formative Assessments

**Person Responsible**

Connie Archibald

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Reports on Observation 360 and student work samples as well as PLC logs.

**G3. Increase student writing skills by incorporating writing across the curriculum. 1**

 G046122

**G3.B1 Time for writing across the school day. 2**

 B114085

**G3.B1.S1** PLC's need to create lessons where the teacher is the facilitator and the students direct the learning. 4

 S125574

**Strategy Rationale**

When the teacher becomes the facilitator, the students have more time to engage in reading and writing across the curriculum.

**Action Step 1 5**

PLC's need to collaborate to develop effective lessons that allow more student involvement.

**Person Responsible**

Connie Archibald

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Team logs will be submitted.

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

Lesson plans and samples of student work will be evaluated by the PLC's

**Person Responsible**

Connie Archibald

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Samples of work and team meeting logs, student work samples.

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

Examine student writing samples over time

**Person Responsible**

Connie Archibald

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Student writing samples and journals from across the curriculum.

**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	Creating effective lesson plans in PLC's	Archibald, Connie	10/1/2014	Discussion logs from Team Meetings and PLCs.	6/3/2015 weekly
G2.B1.S1.A1	Weekly PLC's	Archibald, Connie	10/1/2014	Meeting logs	6/3/2015 weekly
G3.B1.S1.A1	PLC's need to collaborate to develop effective lessons that allow more student involvement.	Archibald, Connie	10/1/2014	Team logs will be submitted.	6/3/2015 weekly
G1.MA1	Data will be collected through walk-throughs and Professional Development Logs	Archibald, Connie	10/1/2014	Will be ongoing through out the year	6/3/2015 weekly
G1.B1.S1.MA1	Student progress will be monitored by using work samples, teacher assessments, and Formative Assessments.	Archibald, Connie	10/1/2014	Walk-throughs, Team Meeting Logs, lesson plans, assessment results, student work samples.	6/3/2015 weekly
G1.B1.S1.MA1	Formative Assessments, both teacher and county created	Archibald, Connie	10/1/2014	Walk-throughs, Lesson Plans, Team meeting logs, Formative Assessments	6/3/2015 weekly

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G2.MA1	Increase in student achievement in weekly assessments and district created assessments such as Performance Matters	Archibald, Connie	10/1/2014	Teacher and district created assessments along with student work samples	6/3/2015 weekly
G2.B1.S1.MA1	Classroom walkthroughs using Observation 360 and teacher created Formative Assessments	Archibald, Connie	10/1/2014	Reports on Observation 360 and student work samples as well as PLC logs.	6/3/2015 weekly
G2.B1.S1.MA1	Teams meet weekly in PLC's	Archibald, Connie	10/1/2014	Sign in sheets are collected, logs are submitted for review.	6/3/2015 weekly
G3.MA1	Review student writing samples from content areas.	Archibald, Connie	10/1/2014	Student work samples	6/3/2015 weekly
G3.B1.S1.MA1	Examine student writing samples over time	Archibald, Connie	10/1/2014	Student writing samples and journals from across the curriculum.	6/3/2015 weekly
G3.B1.S1.MA1	Lesson plans and samples of student work will be evaluated by the PLC's	Archibald, Connie	10/1/2014	Samples of work and team meeting logs, student work samples.	6/3/2015 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 Opportunities

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

### G1. Increase student engagement In all areas of the curriculum

#### G1.B1 Lack of knowledge of effective engagement strategies

**G1.B1.S1** Using PLC's to create effective lessons. Utilizing Making Meaning and Being a Writer to increase students awareness of community and partner work.

#### PD Opportunity 1

Creating effective lesson plans in PLC's

##### Facilitator

Assistant Principal

##### Participants

All Faculty

##### Schedule

Weekly, from 10/1/2014 to 6/3/2015

### G2. Increase faculty and student collaboration within the classroom.

#### G2.B1 Lack of teacher experience with the framework

**G2.B1.S1** Collaboration among Professional Learning Communities in designing lessons to meet the components of the framework for intentional teaching.

#### PD Opportunity 1

Weekly PLC's

##### Facilitator

Administration

##### Participants

All teachers

##### Schedule

Weekly, from 10/1/2014 to 6/3/2015



**G3.** Increase student writing skills by incorporating writing across the curriculum.

**G3.B1** Time for writing across the school day.

**G3.B1.S1** PLC's need to create lessons where the teacher is the facilitator and the students direct the learning.

**PD Opportunity 1**

PLC's need to collaborate to develop effective lessons that allow more student involvement.

**Facilitator**

Team leader

**Participants**

All teachers

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

## Technical Assistance Items

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

**Budget Rollup**

<b>Summary</b>	
<b>Description</b>	<b>Total</b>
<b>Grand Total</b>	<b>0</b>