

Spring Lake Elementary School



2014-15 School Improvement Plan

Spring Lake Elementary School

695 ORANGE AVE, Altamonte Springs, FL 32714

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0401>

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	79%

Alternative/ESE Center	Charter School	Minority
No	No	75%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
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 Spring Lake Elementary aligns with and supports the Seminole County Public Schools' mission which is to ensure that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

The vision of Spring Lake Elementary is "Shaping young minds to make positive contributions to our world."

School Environment

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

Our Dual Language program in grades K-4 promotes a knowledge of diverse populations and there is an annual Multicultural Celebration at Spring Lake Elementary. We have increased the number of bilingual office staff, paraprofessionals, and teachers on campus to improve communication and build relationships with students.

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

Spring Lake uses PBS (Positive Behavior Support) to promote safety and appropriate behavior including respect for each other. We have 4 main behavior traits we emphasize with our students, namely: 1) Be Safe 2) Be honest 3) Be respectful 4) Be an active participant. In addition, we have an anonymous bully reporting system at our school, We have been recognized as a Bronze Level School for Positive Behavior Support.

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

Spring Lake uses PBS (Positive Behavior Support) to promote safety and to ensure a positive learning environment. We have a Behavior Resource Teacher on staff who assists with the implementation of this program. Students earn daily incentives such as tracking stickers and rewards for appropriate behavior across the campus.

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

Our guidance counselor provides on-going support through small group sessions and classroom instruction as needed. We have mentors assigned to our school to assist some of these needs with our students as they arise.

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

Book Fair Family Nights, Curriculum Night, Open House, FSA Informational Nights, Grade level Parent/student nights, Chorus/Ensemble Nights, FCAT Science Night.

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 a business/community partner on our SAC Committee. We have an ongoing process for recruiting partners from the community. To sustain these members we provide ongoing recognition for their involvement.

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
Kuniak, Nomie	Principal
Hamoud, DeAnna	Instructional Coach
Nicely, Susanne	Instructional Coach
Anderson, Meg	Guidance Counselor
Oglesby, Tony	Assistant Principal

Duties

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

Guidance Counselor -monitors ESE/504 students & Tier 3 Behavior Students & input data into EdInsight after collaborating with Instructional Coaches & Teachers. Provides support to teachers with concerns on students behavior and academic performance. Attends all Student Study Team meetings to make support teachers and make decisions concerning ESE and 504 students.

Literacy Coach - extracts, summarizes & analyzes data from school-wide assessments & input data into EdInsight after collaborating with teachers. She provides feedback after conducting walkthroughs in classrooms and provides support to all teachers. Meets weekly as part of the MTSS team to make decisions concerning student progress with teachers.

Math Coach - extracts, summarizes & analyzes data from school-wide assessments & input data into

EdInsight after collaborating with teachers. She provides feedback after conducting walkthroughs in classrooms and provides support to all teachers. Meets weekly as part of the MTSS team to make decisions concerning student progress with teachers

Principal/Assistant Principal - facilitates MTSS Meetings with Instructional Coaches, Guidance Counselor & teachers to analyze and make decisions concerning Tiered students' progress in the classrooms and educational standards . Provides feedback in iObservation after walkthroughs. Has meaningful conversations with teachers concerning instructional practices and best practices in the classrooms.

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 school has a core Multi-Tiered System of Supports (MTSS) problem solving team (Guidance Counselor, Instructional Coaches, ESE teachers, ELL teachers, Principal & Assistant Principal), with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Spring Lake Elementary School has coordinated Title I, and Supplemental Academic Instructional funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lyssa Marquez	Teacher
Cindy Lappine	Teacher
Janice Ramos	Teacher
Julio Vientos	Business/Community
Nomie Kuniak	Principal
Tony Oglesby	Principal
Jill Wharton	Education Support Employee
Teresita Herrera	Parent
Lindsay Wilson	Parent
Tandre Moody	Parent
Stephen McNichol	Parent
Paola Hays	Parent
Arvin Festejo	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

At SAC Meetings we reviewed the goals set for 2013-2014 school year and analyzed data.

Development of this school improvement plan

Working collaboratively to identify & prioritize school-wide data & be a part of the 8 step planning & problem solving process.

Preparation of the school's annual budget and plan

After discussing the goal of increasing student engagement, meaningful discussion is held to discuss the budget and the plan for additional technology needed to improve student engagement. In addition, funds will be needed for on-going professional development for the teachers.

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

Purchase of the Accelerated Reader Program to encourage student independent reading, Teacher Professional Development in Kagan Cooperative Learning strategies, and repair and replace equipment of an area of Spring Lake Elementary's ePathways initiatives (News Production Lab).

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
Berrios, Eliot	Teacher, K-12
Dershimer, Danielle	Teacher, K-12
Hamoud, DeAnna	Instructional Coach
Kuniak, Nomie	Principal
Miller, Beth	Teacher, K-12
Nicely, Susanne	Instructional Coach
Oglesby, Tony	Assistant Principal
Roberts, Rebecca	Teacher, K-12
Tuttle, Christy	Teacher, K-12
Vazquez, Zaide	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To motivate students to read in the classroom & to continue reading at home.

Assist & coordinate the "Million Minute Read-a Thon".

School-wide Literacy Week Activities.

Coordinate "Dr. Seuss" Birthday Celebrations - School Wide.

Provide summer reading books and activities to complete independently, and reward for completion.

Coordinates student celebrations of progress on DE assessments

Coordinates celebrations of students participating in Accelerated Reader

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 work in Professional Learning Communities at least 3 days per week and receive support from the instructional reading and math coaches. Each grade level has a common planning time for planning instruction. Professional Development funds are used to secure substitutes to provide teachers with a half day of extra instruction on topics such as Unpacking the New Florida Standards, FastTrack Reading, and collaborative planning planning for the 2015-2016 school year.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools' reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Puerto Rico to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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

Spring Lake uses the district selected curriculum for all core subjects and professional development is provided for teachers to align curriculum to the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our school monitors data from our Discovery Education progress monitoring assessment to inform instruction and develop intervention groups. Our MTSS Team meets weekly to discuss data, teacher observation, and help determine the appropriate interventions needed. Identified students work in small intervention groups with paraprofessionals under the supervision and direction of our instructional coaches. Students identified for intervention in Tier 2 receive differentiated instruction in the classroom in a small group based on multiple assessments such as PASI, PSI, SRI, iReady, and benchmark assessments.

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: 5,940

iReady Lab

Students in the lowest quartile are invited and encouraged to attend extended tutorial time after school on Tuesday and Thursdays. Data from the iReady and DE assessments/programs will be used to provide instruction during the sessions.

Strategy Rationale

Reading progress of our lowest quartile went from 61% to 74% in reading, and math from 53% to 80% in math

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Oglesby, Tony, tony_oglesby@scps.k12.fl.us

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

Using iReady Reports, DE Assessments, SRI Assessments, FCAT and FSA Data

Strategy: Weekend Program

Minutes added to school year: 540

3 Saturday Boost Camps will be provided in the Spring, 2015 to support all students in academic instruction in 3rd, 4th, and 5th grade.

Strategy Rationale

59% students made AMO reading progress on the 2014 FCAT reading and 56% made AMO gains on the FCAT math

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Oglesby, Tony, tony_oglesby@scps.k12.fl.us

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

Use of data from iReady, DE assessments, FCAT and FSA data

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend the Ready, Set, Learn summer program to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Focus on differentiated instruction and aligned strategies to improve student engagement in reading, math, writing, and science.

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. Focus on differentiated instruction and aligned strategies to improve student engagement in reading, math, writing, and science. 1a

G046680

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- 1) Marzano, high yield strategies 2) Kagan Cooperative learning strategies and reciprocal teaching 3) District personnel for training in writing, reading, and math 4) Use of Mimio Electronic Whiteboard Systems

Targeted Barriers to Achieving the Goal 3

- Differentiated teacher training in the Marzano high yield strategies
- Differentiated teacher training in Kagan cooperative learning strategies and reciprocal teaching
- Purchasing of 4 Mimio Electronic Whiteboard Systems

Plan to Monitor Progress Toward G1. 8

Data will be collected and analyzed with AP, teachers and coaches on DE and chapter/benchmarks tests

Person Responsible

Nomie Kuniak

Schedule

Monthly, from 10/1/2014 to 5/22/2015

Evidence of Completion

Completed analysis sheets and worksheets

Plan to Monitor Progress Toward G1. 8

Data will be collected and analyzed with teachers and coaches on DE and chapter/benchmark tests

Person Responsible

Tony Oglesby

Schedule

Monthly, from 10/1/2014 to 5/22/2015

Evidence of Completion

Completed analysis sheets and worksheets

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. Focus on differentiated instruction and aligned strategies to improve student engagement in reading, math, writing, and science. **1**

 G046680

G1.B1 Differentiated teacher training in the Marzano high yield strategies **2**

 B115826

G1.B1.S1 Teacher training in the Marzano Indicators and high yield strategies including higher order questioning skills, and cooperative learning structures **4**

 S127505

Strategy Rationale

The use of high yield strategies and cooperative learning will increase student engagement

Action Step 1 **5**

Professional development on Marzano Indicators and high yield strategies. PD on cooperative learning structures and on asking higher order questions

Person Responsible

Nomie Kuniak

Schedule

Monthly, from 8/5/2014 to 5/22/2015

Evidence of Completion

Administrator walk-throughs will provide feedback (% of students engaged) to teachers on student engagement.

Action Step 2 5

Use of Smart boards and Mimio interactive whiteboards to increase student engagement

Person Responsible

Nomie Kuniak

Schedule

Daily, from 8/11/2014 to 5/22/2015

Evidence of Completion

Teachers and students using the Smart whiteboards and Mimio Whiteboards in the classrooms

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

Walk-throughs with feedback (% of students engaged) to the teachers

Person Responsible

Tony Oglesby

Schedule

Monthly, from 9/15/2014 to 5/22/2015

Evidence of Completion

Walk-through feedback will be recorded in iObservation and conferenced with the teacher.

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

Walkthroughs with feedback (% of students engaged) to the teachers

Person Responsible

Nomie Kuniak

Schedule

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

Evidence of Completion

Walkthroughs feedback will be recorded in iObservation.

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

Walkthrough feedback will be provided to teachers using a coaches checklist

Person Responsible

DeAnna Hamoud

Schedule

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

Evidence of Completion

Coaches checklist documenting the walkthrough evidences will be signed by the teacher and coach after conferencing.

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

Walkthrough feedback will be provided to teachers using a coaches checklist

Person Responsible

Susanne Nicely

Schedule

Monthly, from 8/11/2014 to 5/22/2015

Evidence of Completion

Coaches checklist documenting the walkthrough evidences will be signed by the teacher and coach after conferencing.

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

- 1) Teachers will receive PD on Marzano Indicators and high yield strategies, cooperative learning structures, and text complexity
- 2) Lesson plans will document the # of cooperative learning lessons are planned each week- expectation is at least one planned cooperative learning activity per content area/week
- 3) iObservation will document the administrators feedback to teachers on observed student engagement during walk-throughs

Person Responsible

Nomie Kuniak

Schedule

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

Evidence of Completion

iObservation feedback documentation

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

- 1) Teachers will receive PD on Marzano Indicators and high yield strategies, cooperative learning structures, and text complexity
- 2) Lesson plans will document the # of cooperative learning lessons are planned each week- expectation is at least one planned cooperative learning activity per content area/week
- 3) iObservation will document the administrators feedback to teachers on observed student engagement during walk-throughs

Person Responsible

Tony Oglesby

Schedule

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

Evidence of Completion

iObservation feedback documentation

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

- 1) Teachers will receive PD on Marzano Indicators and high yield strategies, cooperative learning structures, and text complexity
- 2) Lesson plans will document the # of cooperative learning lessons are planned each week- expectation is at least one planned cooperative learning activity per content area/week
- 3) Coaches feedback checklist will be completed during walkthroughs

Person Responsible

Susanne Nicely

Schedule

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

Evidence of Completion

Coaches feedback checklists will be signed upon conferencing with the teachers

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

- 1) Teachers will receive PD on Marzano Indicators and high yield strategies, cooperative learning structures, and text complexity
- 2) Lesson plans will document the # of cooperative learning lessons are planned each week- expectation is at least one planned cooperative learning activity per content area/week
- 3) Coaches feedback checklists will be completed during walkthroughs

Person Responsible

DeAnna Hamoud

Schedule

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

Evidence of Completion

Coaches feedback checklists will be signed upon conferencing with the teachers

G1.B3 Purchasing of 4 Mimio Electronic Whiteboard Systems 2

B119765

G1.B3.S1 Purchase 4 Mimio Interactive White boards for use in grades 3and 4 4

S131785

Strategy Rationale

We currently have 4 interactive Smart boards in disrepair and the new Mimio whiteboards would work with our projection usnits.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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	Professional development on Marzano Indicators and high yield strategies. PD on cooperative learning structures and on asking higher order questions	Kuniak, Nomie	8/5/2014	Administrator walk-throughs will provide feedback (% of students engaged) to teachers on student engagement.	5/22/2015 monthly
G1.B3.S1.A1	[no content entered]			one-time	
G1.B1.S1.A2	Use of Smart boards and Mimio interactive whiteboards to increase student engagement	Kuniak, Nomie	8/11/2014	Teachers and students using the Smart whiteboards and Mimio Whiteboards in the classrooms	5/22/2015 daily
G1.MA1	Data will be collected and analyzed with AP, teachers and coaches on DE and chapter/benchmarks tests	Kuniak, Nomie	10/1/2014	Completed analysis sheets and worksheets	5/22/2015 monthly
G1.MA2	Data will be collected and analyzed with teachers and coaches on DE and chapter/benchmark tests	Oglesby, Tony	10/1/2014	Completed analysis sheets and worksheets	5/22/2015 monthly
G1.B1.S1.MA1	1) Teachers will receive PD on Marzano Indicators and high yield strategies, cooperative learning structures, and text complexity 2) Lesson plans will document the # of cooperative learning lessons are planned each week- expectation is at least one planned cooperative learning activity per content area/week 3) iObservation will document the administrators feedback to teachers on observed student engagement during walk-throughs	Kuniak, Nomie	9/29/2014	iObservation feedback documentation	5/22/2015 monthly
G1.B1.S1.MA6	1) Teachers will receive PD on Marzano Indicators and high yield strategies,	Oglesby, Tony	9/29/2014	iObservation feedback documentation	5/22/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	cooperative learning structures, and text complexity 2) Lesson plans will document the # of cooperative learning lessons are planned each week- expectation is at least one planned cooperative learning activity per content area/week 3) iObservation will document the administrators feedback to teachers on observed student engagement during walk-throughs				
G1.B1.S1.MA7	1) Teachers will receive PD on Marzano Indicators and high yield strategies, cooperative learning structures, and text complexity 2) Lesson plans will document the # of cooperative learning lessons are planned each week- expectation is at least one planned cooperative learning activity per content area/week 3) Coaches feedback checklist will be completed during walkthroughs	Nicely, Susanne	9/29/2014	Coaches feedback checklists will be signed upon conferencing with the teachers	5/22/2015 monthly
G1.B1.S1.MA8	1) Teachers will receive PD on Marzano Indicators and high yield strategies, cooperative learning structures, and text complexity 2) Lesson plans will document the # of cooperative learning lessons are planned each week- expectation is at least one planned cooperative learning activity per content area/week 3) Coaches feedback checklists will be completed during walkthroughs	Hamoud, DeAnna	9/29/2014	Coaches feedback checklists will be signed upon conferencing with the teachers	5/22/2015 monthly
G1.B1.S1.MA1	Walk-throughs with feedback (% of students engaged) to the teachers	Oglesby, Tony	9/15/2014	Walk-through feedback will be recorded in iObservation and conferenced with the teacher.	5/22/2015 monthly
G1.B1.S1.MA3	Walkthroughs with feedback (% of students engaged) to the teachers	Kuniak, Nomie	9/29/2014	Walkthroughs feedback will be recorded in iObservation.	5/22/2015 monthly
G1.B1.S1.MA4	Walkthrough feedback will be provided to teachers using a coaches checklist	Hamoud, DeAnna	9/29/2014	Coaches checklist documenting the walkthrough evidences will be signed by the teacher and coach after conferencing.	5/22/2015 monthly
G1.B1.S1.MA5	Walkthrough feedback will be provided to teachers using a coaches checklist	Nicely, Susanne	8/11/2014	Coaches checklist documenting the walkthrough evidences will be signed by the teacher and coach after conferencing.	5/22/2015 monthly

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. Focus on differentiated instruction and aligned strategies to improve student engagement in reading, math, writing, and science.

G1.B1 Differentiated teacher training in the Marzano high yield strategies

G1.B1.S1 Teacher training in the Marzano Indicators and high yield strategies including higher order questioning skills, and cooperative learning structures

PD Opportunity 1

Professional development on Marzano Indicators and high yield strategies. PD on cooperative learning structures and on asking higher order questions

Facilitator

District personnel, school administrators, instructional coaches

Participants

teachers, coaches, paraprofessionals

Schedule

Monthly, from 8/5/2014 to 5/22/2015

PD Opportunity 2

Use of Smart boards and Mimio interactive whiteboards to increase student engagement

Facilitator

District personnel, coaches, and ETF at Spring Lake Elementary

Participants

teachers, coaches

Schedule

Daily, from 8/11/2014 to 5/22/2015

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: Focus on differentiated instruction and aligned strategies to improve student engagement in reading, math, writing, and science.	3,026
Grand Total	3,026

Goal 1: Focus on differentiated instruction and aligned strategies to improve student engagement in reading, math, writing, and science.			
Description	Source	Total	Total
B1.S1.A2 - Purchase of 8 Mimio Pad 2@ \$239.40=@1915.20 Purchase of 5 Mimio USB Hub receivers@ \$36=\$220.79 Total= 2135.99	School Improvement Funds		2,093
B1.S1.A2 - Purchase of 3 Mimio Pads 2@\$239.40=\$718.20 Purchase if 6 Mimio USB Hub Receivers@ \$36=\$216.00	General Fund		933
Total Goal 1			3,026