

Moon Lake Elementary School



2015-16 School Improvement Plan

Moon Lake Elementary School

12019 TREE BREEZE DR, New Port Richey, FL 34654

www.pasco.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
76%

Alternative/ESE Center
No

Charter School
No

Minority
17%

School Grades History

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

School Board Approval

This plan is pending approval by the Pasco 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We will be a community of learners striving for excellence in all we do.

Provide the school's vision statement

At Moon Lake Elementary, we will motivate, lead, educate and support every child, every day to help them achieve success in college, career and life.

School Environment

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

We utilize student and parent surveys and questionnaire to get to know our students and families. Within classrooms, teachers utilize the beginning of the year to get to know their students and their interests. We also utilize the Gallup student surveys and Student Advisory Council to build relationships with our students.

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

We utilize the children 7 Habits from Stephen Covey to set the foundation for a safe, respectful environment. Our staff has expectations posted around the school and teachers deliver lessons at the beginning of the school year and integrate throughout the year. We also assign staff to different areas of the school for morning and afternoon duties to make sure the students are safe and welcomed each day.

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 worked with our staff to develop a school-wide behavior plan. We came to consensus on the "What if I don't" steps/consequences and made posters for each classroom. The PBS committee developed powerpoints to teach the expectations for each area of the school and administrators meet with each grade level at the beginning of each semester to reinforce the school-wide plan and expectations. During Planning Week, our behavior specialists provide training on the school-wide plan for all new staff and refreshers for existing staff members.

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 behavior specialists and guidance counselor provide social skills groups and utilize Second Step lessons. They also provide individual counseling as needed. We also have a mentor program that is run through our guidance counselor for students that need that extra adult support and encouragement.

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

School staff works with the assigned Social Worker on absenteeism. As a school, we utilize a motivational chart to encourage attendance. The school-wide plan is implemented in each classroom and they can earn incentives when all class members are here every day and earn the letters to spell out Manatees. Students are tracking their own attendance in their Goal Setting Binders. These are also used to track academic progress. The PBS Committee reviews office referral data monthly, this data analysis is shared with staff and students with high number of referrals are moved to Tier 2 supports. Level 1 & 2 students are identified and this info shared with classroom teachers prior to class starting.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16	19	20	11	13	18	97
One or more suspensions	0	2	2	3	2	2	11
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	33	0	0	33

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	19	24	40	23	31	31	168

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

During PLC time, EWS data is reviewed. Supports are designed for students not making grade level appropriate progress and/or high absenteeism/tardiness . The data and supports are revisited monthly.

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 available at the school site.

Description

using Parent Involvement Plan

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

See attached PIP.

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:

Name	Title
Landahl, Elise	Principal
Thomas, Ellen	Assistant Principal
Dipaolo, Celisse	Teacher, K-12
Luikart, Cindy	Instructional Coach
Mastrocollo, Jennifer	Instructional Coach
Cook, Kathleen	Instructional Coach
Maltese, Andrea	Teacher, K-12
McGee, Michelle	Teacher, K-12
Craver, Amy	Teacher, K-12
Burnett, Valerie	Teacher, K-12
Monfett, Fred	Other
Middleton, Celeste	Teacher, ESE

Duties

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

School Leadership Team is comprised of instructional coaches, PLC facilitators and admin team. Each member represents their instructional avenue within the school to practice shared decision making.

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

PLC Training, Review of Universal Screening data, Review of Progress Monitoring data, Planning for Interventions, Assessment of MTSS/Rtl implementation progress (Self-Assessment of Problem Solving Implementation) (SAPSI), Assessment of school staff's practices and skill development (Rtl Skills and Rtl Perception of Practices Surveys), Development of professional development/technical assistance plan to support Rtl implementation.

As part of Title 1 Part A, funding will be used to provide professional development opportunities to

teachers and administrators to address the specific academic achievement needs of the school. Intervention teachers will service our struggling learners to accelerate their growth and close existing gaps.

As part of Title II, IDEA funding will be used in conjunction with Title II funds to continue to train teachers in the Response to Intervention (RTI) strategies that are proven to work with students with disabilities and students with behavior problems. Funding will be used to provide professional development opportunities to teachers and administrators to address specific academic achievement needs of the school.

Supplemental Academic Instruction (SAI): Provide summer school for students scoring a Level 1 on FSA Reading.

Violence Prevention Programs: Guidance Programs such as Bullying Prevention, Peer Mediation, Counseling, etc...

Nutrition Programs: Cafeteria Programs and events, Business Partnerships, Human Growth and Development Curriculum.

Head Start: One full-time PreK class is housed at Moon Lake Elementary.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
In Process of determining for the 15-16 school year	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 Lead Literacy Team, STEM and PBS committees report to SAC throughout the regularly scheduled monthly meetings. SAC provides feedback, has opportunities to ask questions related to SIP and committee work.

Development of this school improvement plan

School data is reviewed at the end of school year by SAC. Committee provides input on next year's goals based on the data.

Preparation of the school's annual budget and plan

SAC reviews and provides input on school identified priority areas and budget proposals.

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

School designated the use of funds from previous year. Ideas were presented by teachers and parents. SAC members participated in discussion and then determined funds should be spent in the following manner:

- o Volleyball standards. 2 nets and 3 poles, which can serve multiple purposes. \$980
- o Bluetooth Speaker for Music \$400
- o Headphones \$240 per classroom
- o Pebble Go for 4 databases \$980
- o Dreambox Math -- Licenses 25- \$575 ← for the lowest quartile of students.

Motion for spending: Everyone approved

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:

Name	Title
Cook, Kathleen	Teacher, K-12
Dipaolo, Celisse	Teacher, K-12
Maltese, Andrea	Teacher, K-12
Mendoza, Renee	Teacher, K-12
Mastrocollo, Jennifer	
Luikart, Cindy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The lead literacy team will support educators in researching and providing strategies to improve the literacy instruction throughout the school. This year the focus will be on writing through the curriculum utilizing the RAPS process as well as developing vocabulary utilizing "Word Nerds".

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

Within our Master Schedule, our grade level PLCs have a structured time to collaborate on unit plans and analyze their student data. The teachers work with each other to analyze data in their TAG (Targeted Accelerated Growth) chats for Tier 2 as well.

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

1. Recruitment Fairs/Internet Advertising All applicants go through an extensive screening process to ensure that they are the most highly qualified teacher for the position.
2. School Level Induction Activities - At these meetings the new teachers are introduced to district/school policies and procedures, classroom management expectations, curriculum standards and are given a tour of the school. Mentors accompany the new teachers to these meetings in order to build rapport, answer questions and establish a positive relationship between the new teacher and mentor. Throughout the school year, monthly meetings are scheduled for all new to Pasco County teachers, their mentors, and administrators. These meetings address information pertinent to teachers new to the district and offer the opportunity for teachers to ask questions among their peers and support staff.

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

1. Mentor Program – Each beginning teacher is assigned a mentor for one year. Mentors have three or more years of successful teaching experience, work at the same school, hold a professional certificate and are trained in Clinical Education. Mentors are carefully selected to match the teaching assignment and/or needs of the beginning teacher. Mentors meet with new teachers on a regular basis and maintain a Mentoring Log of the meetings. Throughout the school year, mentors are also provided to any teacher requesting assistance in successfully completing his/her Professional Development Plan.

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

School uses district prepared Curriculum maps and Unit Plans for ELA, Math and Science which are aligned with Florida Standards. We utilize curriculum resources that have been approved by the District and State which are aligned with the Florida 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

PLCs are conducted weekly at each grade level. Student data will be reviewed during PLC time to drive and differentiate instruction to meet all learner needs as well as address DuFour's questions 4 and 5.

Targeted Accelerated Growth (TAG) Chats are held each week by grade level teams to analyze their student data in both math and reading and develop Tier 2 supports.

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: 3,600

3rd grade reading will be focus area.

Strategy Rationale

Differentiated supports will be provided to meet each individual learner to become a successful.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Burnett, Valerie, vburnett@pasco.k12.fl.us

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

Data will be collected through common formative and summative assessments. Adjustments in instruction will be made based on results in order to meet the needs of the students.

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

At Moon Lake Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated by the middle of September 2014. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Specific screening tools our school will use include: ECHOS, eIRLA.

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

Students in grades 3-5 will visit and tour local colleges to inspire them to further their education. Our school will be highlighting teacher colleges to students in daily learning activities as well as the posting of college mascots with pictures of teachers who attended below the mascots.

All students will have the opportunity to participate in a Publix math night, incorporating math practice and career knowledge.

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

We will be incorporating an Engineering Special class into our schedule. Each K-5 student will have the opportunity to attend the special class weekly. Our goal is to spark the interest in STEM with our students and have them further this interest as they transition to secondary schools.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Develop and implement effective Tier II and Tier III strategies to improve proficiency levels to 70 % in Math and Reading.

- G2.** Increase writing proficiency to 70% in all grade levels.

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. Develop and implement effective Tier II and Tier III strategies to improve proficiency levels to 70 % in Math and Reading. 1a

G060219

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	60.0
ELA Proficiency District Assessment	70.0

Resources Available to Support the Goal 2

- Intervention Teachers, Coaches, Student Support Team, TAG Chats, PLCs, Regional Team

Targeted Barriers to Achieving the Goal 3

- Teachers lack of knowledge with certain skill deficit areas and how to intervene

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Data and student achievement in Reading (IRLA) and Math (monthly fluency checks)

Person Responsible

Valerie Burnett

Schedule

On 6/10/2016

Evidence of Completion

Student achievement data, IRLA data wall and reports, District developed quarterly assessment data reports, notes from the TAG chats

G2. Increase writing proficiency to 70% in all grade levels. 1a

G060221

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	70.0

Resources Available to Support the Goal 2

- Coaches, facilitator PD, Common planning time in grade levels, School Based Leadership Team support, Lead Literacy Team, Regional Team and ELA Specialist

Targeted Barriers to Achieving the Goal 3

- Knowledge and opportunities for students to write across content areas, writing to sources and the writing process

Plan to Monitor Progress Toward G2. 8

Student work samples and scoring rubric and Quarterly writing prompt results

Person Responsible

Cindy Luikart

Schedule

Quarterly, from 9/29/2015 to 6/8/2016

Evidence of Completion

PLC minutes and discussions, writing data spreadsheets

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. Develop and implement effective Tier II and Tier III strategies to improve proficiency levels to 70 % in Math and Reading. **1**

 G060219

G1.B1 Teachers lack of knowledge with certain skill deficit areas and how to intervene **2**

 B153509

G1.B1.S1 Build capacity in providing interventions in reading. **4**

 S165249

Strategy Rationale

Strengthen to teacher's knowledge and skill with meeting students needs and skill deficits in reading.

Action Step 1 **5**

Grade level PLC's will develop a SMART Goal to address tier 2 & 3 levels of support for reading.

Person Responsible

Valerie Burnett

Schedule

On 6/3/2016

Evidence of Completion

Instructional routines are utilized during TAG chats, implementation in classroom and progress monitoring discussions.

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

Teachers will attend TAG chats around intervention routines and results as well as discuss/analyze SMART data during PLC's at least quarterly.

Person Responsible

Valerie Burnett

Schedule

On 6/3/2016

Evidence of Completion

Progress monitoring data from TAG chats; Tag Boards

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

Increased student achievement and use teacher created scales to show an increase in implementation.

Person Responsible

Valerie Burnett


Schedule

On 6/3/2016

Evidence of Completion

Progress monitoring data, IRLA, Teacher graded learning scale

G1.B1.S2 Identify math skill gaps for students and develop interventions to close these gaps **4**

 S165250

Strategy Rationale

Strengthen to teacher's knowledge and skill with meeting students needs and skill deficits in math.

Action Step 1 **5**

Grade level PLC's will develop a SMART goal to address tier 2 and 3 levels of support for math.

Person Responsible

Ellen Thomas

Schedule

On 6/3/2016

Evidence of Completion

Instructional routines are utilized during TAG chats, implementation in classroom and progress monitoring discussions.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Teachers will attend TAG Chats around intervention routines and results as well as discuss/analyze SMART data during PLC at least quarterly.

Person Responsible

Elise Landahl

Schedule

On 6/3/2016

Evidence of Completion

Progress Monitoring Data from TAG chats; TAG Boards

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Increase student achievement and use teacher created scales to show an increase in implementation.

Person Responsible

Elise Landahl

Schedule

On 6/3/2016


Evidence of Completion

Progress Monitoring Data, Fluency data


G2. Increase writing proficiency to 70% in all grade levels. 1

 G060221

G2.B1 Knowledge and opportunities for students to write across content areas, writing to sources and the writing process 2

 B153512

G2.B1.S1 Build teacher capacity with the use of strategies for writing across the curriculum. 4

 S165253

Strategy Rationale

Need for increased knowledge in teaching writing.

Action Step 1 5

Coaches will provide professional development in the use of RAPS strategy.

Person Responsible

Cindy Luikart

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

PD Training Plan, Attendance roster

Action Step 2 5

Implement RAPS strategies into the classroom.

Person Responsible

Cindy Luikart

Schedule

Semiannually, from 9/1/2015 to 6/8/2016

Evidence of Completion

Lesson plans, walkthroughs

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

Coaching cycles and discussions in PLC.

Person Responsible

Cindy Luikart

Schedule

Monthly, from 9/2/2015 to 6/8/2016

Evidence of Completion

Minutes of PLC, PD roster, coaching cycle schedule, documentation log.

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

Coaching Cycle documentation and Student writing data

Person Responsible

Cindy Luikart

Schedule

Quarterly, from 9/2/2015 to 6/8/2016

Evidence of Completion

Coaches activity documentation, writing data spreadsheets and student work samples.

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	Grade level PLC's will develop a SMART Goal to address tier 2 & 3 levels of support for reading.	Burnett, Valerie	8/31/2015	Instructional routines are utilized during TAG chats, implementation in classroom and progress monitoring discussions.	6/3/2016 one-time
G1.B1.S2.A1	Grade level PLC's will develop a SMART goal to address tier 2 and 3 levels of support for math.	Thomas, Ellen	8/31/2015	Instructional routines are utilized during TAG chats, implementation in classroom and progress monitoring discussions.	6/3/2016 one-time
G2.B1.S1.A1	Coaches will provide professional development in the use of RAPS strategy.	Luikart, Cindy	9/1/2015	PD Training Plan, Attendance roster	6/8/2016 monthly
G2.B1.S1.A2	Implement RAPS strategies in the classroom.	Luikart, Cindy	9/1/2015	Lesson plans, walkthroughs	6/8/2016 semiannually
G1.MA1	Progress Monitoring Data and student achievement in Reading (IRLA) and Math (monthly fluency checks)	Burnett, Valerie	8/31/2015	Student achievement data, IRLA data wall and reports, District developed quarterly assessment data reports, notes from the TAG chats	6/10/2016 one-time
G1.B1.S1.MA1	Increased student achievement and use teacher created scales to show an increase in implementation.	Burnett, Valerie	8/31/2015	Progress monitoring data, IRLA, Teacher graded learning scale	6/3/2016 one-time
G1.B1.S1.MA1	Teachers will attend TAG chats around intervention routines and results as well as discuss/analyze SMART data during PLC's at least quarterly.	Burnett, Valerie	8/31/2015	Progress monitoring data from TAG chats; Tag Boards	6/3/2016 one-time
G1.B1.S2.MA1	Increase student achievement and use teacher created scales to show an increase in implementation.	Landahl, Elise	8/31/2015	Progress Monitoring Data, Fluency data	6/3/2016 one-time
G1.B1.S2.MA1	Teachers will attend TAG Chats around intervention routines and results as well as discuss/analyze SMART data during PLC at least quarterly.	Landahl, Elise	8/31/2015	Progress Monitoring Data from TAG chats; TAG Boards	6/3/2016 one-time
G2.MA1	Student work samples and scoring rubric and Quarterly writing prompt results	Luikart, Cindy	9/29/2015	PLC minutes and discussions, writing data spreadsheets	6/8/2016 quarterly
G2.B1.S1.MA1	Coaching Cycle documentation and Student writing data	Luikart, Cindy	9/2/2015	Coaches activity documentation, writing data spreadsheets and student work samples.	6/8/2016 quarterly
G2.B1.S1.MA1	Coaching cycles and discussions in PLC.	Luikart, Cindy	9/2/2015	Minutes of PLC, PD roster, coaching cycle schedule, documentation log.	6/8/2016 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.

G2. Increase writing proficiency to 70% in all grade levels.

G2.B1 Knowledge and opportunities for students to write across content areas, writing to sources and the writing process

G2.B1.S1 Build teacher capacity with the use of strategies for writing across the curriculum.

PD Opportunity 1

Implement RAPS strategies in the classroom.

Facilitator

Clindy Luikart, Regional Team

Participants

Instructional Staff

Schedule

Semiannually, from 9/1/2015 to 6/8/2016

Technical Assistance Items

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

Budget