

Princeton Elementary

311 W PRINCETON ST, Orlando, FL 32804

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
41%

Alternative/ESE Center
No

Charter School
No

Minority
42%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To be the top producer of successful students in the nation.

Provide the school's vision statement

To lead our students to success with the support and involvement of families and the community.

School Environment

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

Princeton Elementary offers multiple parent and school networking opportunities. These opportunities help the school learn more about the students and their cultures. This process allows the school to develop and maintain positive relationships with our students and families. Princeton is extremely fortunate because we have a tremendous amount of parental support. Below are all the additional opportunities that we offer:

- Orlando Science Center Night
- Variety Show
- Holiday Shows
- Breakfast with Santa
- Princeton Picnic
- Kindergarten Swimming Lessons
- Sunday in the Park
- Movie Night
- Pop Hop
- Panthers on the Run
- Literacy/Math Night
- Book Fairs
- Conference Nights
- Moon Party
- Yoga
- Fifth Grade Graduation Ceremony

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

At Princeton Elementary we make an effort to ensure that all students are safe and feel respected. This is communicated in the Principal weekly updates and during staff meetings by the principal. The principal states that it is critical that all students are respected and that they feel safe. The students are always encouraged to report any issues to a staff member. Princeton has created an open door policy for our students and they feel comfortable with informing the school about any issues that they might be experiencing. We also encourage our parents to follow the same process.

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

- At Princeton we have adapted the CHAMPS model for our school. There are consistent expectations in the main areas.
- Each grade level utilizes the same behavior plan. This provides consistency for the students.
- Princeton has also implemented a pre-referral process. If there is a situation in class the teacher documents the incident and the strategies that they have implemented to resolve the behavior. This is a 3 part form and students do not receive a discipline referral until they have 3 incidents. The process starts over each grading period.
- Students with continued discipline concerns receive MTSS for behavior. A behavior plan is created for the students and monitored for success.
- A discipline PDS is provided for teachers during pre-planning. This is an overview of any new OPCS policies and it provides teachers with an opportunity to ask questions.
- Assistance is provided throughout the year for teachers who need support.

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

Princeton ensures that social-emotional needs of all students are met by the following:

- Conducting Child Study Teams
- Conferencing with Parents
- Mentoring
- Counseling

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

Princeton utilizes the following Early Warning Indicators:

- Attendance below 90 percent
- One or more suspensions
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

These indicators are monitored using SMS, Data Warehouse, and school data meetings. Intervention plans are created for students who are in these categories. Each plan is different based on the needs of the students.

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	12	6	3	7	5	4	37
One or more suspensions	0	1	2	6	5	2	16
Course failure in ELA or Math	0	0	7	15	11	3	36
Level 1 on statewide assessment	0	0	0	8	16	7	31

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	8	16	7	31

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

The following intervention strategies are utilized by Princeton Elementary to improve the academic performance of students identified by the early warning system:

- Parent Conferences
- Child Study Team Meetings
- MTSS Meetings
- Social Worker Referrals
- Counseling Referrals
- Alternative Suspension (detention of Saturday School)
- After school tutoring
- MTSS provided for the students

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

At Princeton Elementary we will offer the following activities to encourage parental involvement for the 2014-15 school year:

- Monthly PTA Meetings
- Monty SAC Meetings
- Parent Conference Night (twice a year)
- Parent Literacy Nights
- Orlando Science Center Night
- School Dedication Ceremony
- Variety Shows
- Holiday Shows
- Spring Performances/Plays
- Breakfast with Santa
- Princeton Picnic
- Sunday in the Park
- Movie Night
- Moon Party
- Night Book Fairs
- Science Olympiad (parent sponsors)
- Panthers on the Run (parent sponsors)
- Math Olympiad

- Odyssey of the Mind (parent sponsors)
- Robotics
- School Garden (kindergarten and first grade supported by Apenberry's-parent business)

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

The following processes are utilized at Princeton Elementary to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement:

- Partners in Education
- PTA Business Liaison
- Teach-In
- Inviting College Park business to attend school events
- Attending College Park events (sidewalk sales, monthly meetings, etc.)
- Hosting Odyssey on the Mind Camps for the district
- Partnering with the Orlando Science Center
- Partnering with Mathnasium

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
Rollins, Andrew	Principal
Christner, Beth	Instructional Coach
Pollock, Marcy	Instructional Coach
Trotman, Marie	Guidance Counselor
Gersonde, Allison	Instructional Coach
Cueto-Lauridsen, Luly	Instructional Media

Duties

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

All members on the team support teachers and guide them through the MTSS process. The following support is provided by all members: grade level support, progress monitoring, professional development. The Principal is responsible for monitoring the SIP and the targets identified in the plan.

- Andrew Rollins, Principal
- Marcy Pollock, Reading Coach
- Allison Gersonde, CRT
- Beth Christner, Math/MTSS Coach
- Luly Cueto-Lauridsen, Dean
- Marie Trotman, Staffing Specialist
- Amy Barlow, Speech Pathologist
- Nick Cutro, School Psychologist

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 MTSS Committee will meet bi-weekly and discuss the following:

Review data and links to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus while making decisions about implementation.

Part D:

SAI funds will be utilized for staff professional development throughout the year. Professional Development will be provided for the following topics:

- FSA Standards
- Deliberate Practice
- Academic Planning
- Math Gradual Release Model
- MTSS
- iReady
- Think Central
- MTP Assessment Creation

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Andrew Rollins	Principal
Ashely Beddell	Parent
Brooke Basquill	Parent
Kimberly Brown	Parent
Pamela Pare'	Parent
Giselle Stapleton	Teacher
Rachel Hunter	Parent
Beth Christner	Teacher

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 reviews the SIP and the FCAT data from last year. The team determines which strategies were the most and least effective. The SAC can provide suggestions to enhance the SIP for the current school year.

Development of this school improvement plan

- The SAC Committee assists with the progress monitoring of the SIP.
- The SAC Committee provides input throughout the year regarding student safety, student achievement, and student experiences.

Preparation of the school's annual budget and plan

- The SAC reviews the budget associated with the SIP.

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

- We do not receive any SIP funds.

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)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Rollins, Andrew	Principal
Gersonde, Allison	Instructional Coach
Pollock, Marcy	Instructional Coach
Christner, Beth	Instructional Coach
Cueto-Lauridsen, Luly	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the Literacy Leadership Team is promoting reading success for all students. The LLT will meet regularly to discuss and analyze assessment data to establish needs that promote student achievement. In addition to regular meetings, the team will revisit and reevaluate curriculum to be sure it is consistent across all grade levels. Designated members will meet with grade level teams to share reading messages and plans for the school year. Grade level leaders will keep their teams' administrative team member informed of team decisions on their professional needs to strengthen student learning. The literacy team will choose professional development that is aligned with the needs of the staff.

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

Princeton provides multiple opportunities that encourage positive relationships between teachers which include collaborative planning and instruction.

- Each grade level is provided a planning day for each grading period (math and reading). This process provides the teachers with the time and focus needed to create rigorous and quality lesson plans for the upcoming grading period.
- Grade level teams meet weekly to discuss their lesson plans.
- Each grade level is provided a half planning day for each grading period (science). This process is facilitated by the science coach.
- Teachers are encouraged to visit model classrooms.

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

Princeton reviews and analyzes the resumes of applicants who have been screened by the OCPS E-Recruiting System which determines if the applicant is highly qualified. In addition, Princeton follows OCPS policy and procedures by obtaining a verbal reference for any teacher who is hired.

Princeton Elementary is extremely fortunate regarding recruiting teachers. We always have an abundance of highly qualified teachers who want to become part of our staff. We retain teachers once they are hired by providing continuous support from the CRT, reading coach, curriculum leader, and principal through professional development opportunities. In addition we work together creating a pleasant and motivating environment for everyone.

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

The teacher mentors provide information and support for mentees with instructional programs and expectations. The mentors will also model lessons and assist with the implementation of MTSS, Best Practices, Marzano High Yield Strategies, 21st Century Classroom, and Florida Assessment Standards. Mentor teachers are selected based on the following factors:

- Their students' academic performance.
- Their positive interactions with students.
- Their positive interactions with parents.
- Their knowledge and implementation with curriculum.
- Their ability to communicate effectively.
- Their ability to provide positive feedback to mentees.

Mentor teachers are paired with mentee teachers based on the following factors:

- Teaching the same grade level.
- Types of educational experiences.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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: 15,000

At Princeton Elementary we offer the following activities:

- Orlando Science Center Night
- School Dedication Ceremony
- Variety Show
- Braille Challenge
- Project Create (Enrichment Students 3rd-5th)
- Holiday Shows
- Breakfast with Santa
- Princeton Picnic
- Sunday in the Park (Chorus)
- Movie Night
- Alice in Wonderland Musical
- Moon Party
- Book Fairs
- Science Olympiad
- Odyssey of the Mind
- School Garden (kindergarten and first grade supported by Apenberry's)
- Gifted Classes (pull-out during the day for each grade level-30% of the population)

Strategy Rationale

These extended learning experiences have a positive impact on student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Rollins, Andrew, andrew.rollins@ocps.net

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

- Surveys

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 Princeton Elementary we conduct the following to assist the preschool transition:

- Visit local preschools and present at Parent Nights.
- Invite preschool teachers to visit Princeton kindergarten classes.

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.** Subgroups of students will have target instruction which allows access to success in the core curriculum.
- G2.** Teachers will provide rigorous instruction that will impact student achievement.

Strategic Goals Detail

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

G1. Subgroups of students will have target instruction which allows access to success in the core curriculum. 1a

G050532

Targets Supported 1b

Indicator	Annual Target
AMO Targets Reading - All Students	84.0

Resources Available to Support the Goal 2

- iReady • Journeys • Teachers

Targeted Barriers to Achieving the Goal 3

- MTSS Resources

Plan to Monitor Progress Toward G1. 8

IReady reports

Person Responsible

Schedule

Weekly, from 10/13/2014 to 10/13/2014

Evidence of Completion

Student performance results from iReady reports will be utilized to determine if progress is being made toward the goal.

G2. Teachers will provide rigorous instruction that will impact student achievement. 1a

G043647

Targets Supported 1b

Indicator	Annual Target
Reading % in lowest 25% making learning gains	72.0

Resources Available to Support the Goal 2

- PLCs
- Professional Development
- MTPs
- Scope and Sequence
- Team Planning Days
- Model Classrooms
- Instructional Coaches
- Observation Feedback
- Deliberate Practice Plans
- Data Meetings

Targeted Barriers to Achieving the Goal 3

- Focused and strategic team planning

Plan to Monitor Progress Toward G2. 8

MTP assessments, benchmark assessments, iReady, FAIR, DRA will be used to monitor this process to ensure students are making academic gains.

Person Responsible

Andrew Rollins

Schedule

On 5/29/2015

Evidence of Completion

Student data for MTP assessments, MTSS data, and district benchmark assessments.

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. Subgroups of students will have target instruction which allows access to success in the core curriculum.

1

 G050532

G1.B1 MTSS Resources **2**

 B126572

G1.B1.S1 Provide students will have target instruction that supports their academic strengths and weaknesses. **4**

 S138532

Strategy Rationale

Providing targeted and focused instruction will impact student success in the core curriculum.

Action Step 1 **5**

Teachers will be given supplemental resources to provide targeted instruction to students. Implement iReady for all students. iReady is a web-based enrichment/intervention program for reading and math that is researched based.

Person Responsible

Beth Christner

Schedule

Daily, from 10/13/2014 to 10/13/2014

Evidence of Completion

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

iReady weekly reports will be generated for each class.

Person Responsible

Andrew Rollins

Schedule

Weekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

iReady weekly reports will be collected and the student data will be analyzed.

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

The students will be progress monitored using iReady to determine the effectiveness of the implementation. The student usage of iReady will also be examined.

Person Responsible

Allison Gersonde

Schedule

Weekly, from 10/13/2014 to 10/13/2014

Evidence of Completion

Student progress monitoring reports and student increased achievement in reading (MTP assessments, benchmark assessments, iReady, FAIR, DRA will be used to monitor this process).

G2. Teachers will provide rigorous instruction that will impact student achievement. 1

G043647

G2.B2 Focused and strategic team planning 2

B107006

G2.B2.S1 Teachers need guided, focused, and strategic team lesson planning in order to provide students with rigorous instruction. 4

S118350

Strategy Rationale

Teachers providing more rigorous instruction will impact achievement for all students.

Action Step 1 5

Teachers will be provided guided, focused, and strategic team lesson planning each grading period. These sessions will be guided by the CRT.

Person Responsible

Allison Gersonde

Schedule

Every 6 Weeks, from 9/29/2014 to 5/29/2015

Evidence of Completion

Tier 2 and Tier 3 items selected and purchased.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

This will be monitored utilizing classroom walkthroughs/observations, bi monthly lesson plan reviews for each grade level.

Person Responsible

Andrew Rollins

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Classroom observations and student increased achievement with MTP assessments.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Students will be progress monitored to determine the effectiveness of the team lesson planning.

Person Responsible

Beth Christner

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Student progress monitoring reports and student increased achievement in reading (MTP assessments, benchmark assessments, iReady, FAIR, DRA).

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
G2.B2.S1.A1	Teachers will be provided guided, focused, and strategic team lesson planning each grading period. These sessions will be guided by the CRT.	Gersonde, Allison	9/29/2014	Tier 2 and Tier 3 items selected and purchased.	5/29/2015 every-6-weeks
G1.B1.S1.A1	Teachers will be given supplemental resources to provide targeted instruction to students. Implement iReady for all students. iReady is a web-based enrichment/intervention program for reading and math that is researched based.	Christner, Beth	10/13/2014		10/13/2014 daily
G1.MA1	iReady reports		10/13/2014	Student performance results from iReady reports will be utilized to determine if progress is being made toward the goal.	10/13/2014 weekly
G1.B1.S1.MA1	The students will be progress monitored using iReady to determine the effectiveness of the implementation. The student usage of iReady will also be examined.	Gersonde, Allison	10/13/2014	Student progress monitoring reports and student increased achievement in reading (MTP assessments, benchmark assessments, iReady, FAIR, DRA will be used to monitor this process).	10/13/2014 weekly
G1.B1.S1.MA1	iReady weekly reports will be generated for each class.	Rollins, Andrew	10/13/2014	iReady weekly reports will be collected and the student data will be analyzed.	5/29/2015 weekly
G2.MA1	MTP assessments, benchmark assessments, iReady, FAIR, DRA will be used to monitor this process to ensure students are making academic gains.	Rollins, Andrew	9/29/2014	Student data for MTP assessments, MTSS data, and district benchmark assessments.	5/29/2015 one-time
G2.B2.S1.MA1	Students will be progress monitored to determine the effectiveness of the team lesson planning.	Christner, Beth	9/29/2014	Student progress monitoring reports and student increased achievement in reading (MTP assessments, benchmark assessments, iReady, FAIR, DRA).	5/29/2015 biweekly
G2.B2.S1.MA1	This will be monitored utilizing classroom walkthroughs/observations,	Rollins, Andrew	9/29/2014	Classroom observations and student increased achievement with MTP assessments.	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	bi monthly lesson plan reviews for each grade level.				

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. Subgroups of students will have target instruction which allows access to success in the core curriculum.

G1.B1 MTSS Resources

G1.B1.S1 Provide students will have target instruction that supports their academic strengths and weaknesses.

PD Opportunity 1

Teachers will be given supplemental resources to provide targeted instruction to students. Implement iReady for all students. iReady is a web-based enrichment/intervention program for reading and math that is researched based.

Facilitator

iReady Consultant, CRT, Math Coach

Participants

All instructional staff and selected paraprofessionals

Schedule

Daily, from 10/13/2014 to 10/13/2014

G2. Teachers will provide rigorous instruction that will impact student achievement.

G2.B2 Focused and strategic team planning

G2.B2.S1 Teachers need guided, focused, and strategic team lesson planning in order to provide students with rigorous instruction.

PD Opportunity 1

Teachers will be provided guided, focused, and strategic team lesson planning each grading period. These sessions will be guided by the CRT.

Facilitator

Principal, CRT, Reading Coach, Math Coach and Teachers

Participants

All K-5 teachers

Schedule

Every 6 Weeks, from 9/29/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 2: Teachers will provide rigorous instruction that will impact student achievement.	30,000
Grand Total	30,000

Goal 2: Teachers will provide rigorous instruction that will impact student achievement.

Description	Source	Total
B1.S1.A2	General Fund	15,000
B2.S1.A1	General Fund	15,000
Total Goal 2		30,000