


# District School Board of Pasco County SIP Action Plan

	<b>School:</b> Sunray Elementary School		
	<b>Initial Plan Development Date:</b> 8/21/2013		<b>Review Date:</b> 9/5/2013
	<b>Review Date:</b>	<b>Review Date:</b>	<b>Review Date:</b>
	<b>Review Date:</b>	<b>Review Date:</b>	<b>Review Date:</b>

<p>Plan Barriers: Transition from the textbook as a guide to standards-driven instruction and use of the textbook as a resource Most instruction is still at a level 1-2 complexity Lack of teacher understanding and implementation of quality Common Core based lessons</p>	<p>Strategies to Address Barriers: Barrier 1: Use of diversified PLC groups to increase understanding of building KUD, learning scales and high cognitive demand tasks. Barrier 1: Unpacking of the standards during PLC meeting time to deepen understanding of planning process Barrier 2: Use of vertical planning time and peer classroom walkthroughs to increase rigor of standards-based instruction and best practices Barrier 2: Use of standards, KUD format and student target scales to drive lesson planning Barrier 2: Use of technology to share best practices, high cognitive demand tasks and collaboration formats Barrier 3: Continued efforts to study Common Core best practice lessons as guided through school-based and district professional development Barrier 3: Implementation of Research-based PLC with a focus on Common Core focus book studies Barrier 3: Use of CANVAS support to guide instructional planning</p>
---	--

Goal: Building Capacity for Standards-Based Instruction to drive student growth and achievement in the ar

District Priority Support of Goal:  DistPrioritySupportofPLC  DistPrioritySupportofPGS  DistPrioritySupportofSBIL

Goal Support Area:  AreaGoalSupportsELA  AreaGoalSupportsMath  AreaGoalSupportsScience  AreaGoalSupportsSTEM  AreaGoalSupportsCTE  AreaGoalSupportsSocialStudies  AreaGoalSupportsParentInvolvement  AreaGoalSupportsStudentEngagement

## Strategy Implementation

Who?	What?	When?	Evidence?
<p>Action Step 1: Barrier 1: PLC Facilitators, Admin, Curriculum Coaches Barrier 1: Task Force Representatives Barrier 1: PLC Facilitators, Admin, Curriculum Coaches Barrier 1: PLC Facilitators, Admin Barrier 2: Administration Barrier 2: PLC Facilitators Classroom Teachers Barrier 2: Administration PLC Facilitators Curriculum Coaches Classroom Teachers Barrier 3: STEM Coach Administration Barrier 3: PLC Facilitators Barrier 3: Administration Barrier 3: PLC Facilitators Administration Classroom Teachers</p>	<p>Barrier 1: Meet weekly on Thursday afternoons to design structure of PLC planning with an emphasis on the Common Core Standards Barrier 1: Share Non-Negotiables of standards-based planning Barrier 1: PD on learning scales Barrier 1: Creation of PLC meeting minutes template Barrier 2: Schedule for peer walkthrough created to be shared with staff during first MFAD Barrier 2: Teachers will present evidence of rigor through student performance products Barrier 2: Conduct vertical walkthrough sessions Barrier 3: Ongoing professional development of 8 Mathematical Practices Barrier 3: Research-based book study (Beginning with "Number Talks") Barrier 3: Share district offered trainings with staff Barrier 3: Roll-Out of CANVAS resources to guide standards-based planning</p>	<p>Barrier 1: Weekly Thursday Meetings Barrier 1: 8/15/13 Barrier 1: 9/11/13 - 9/20/13 Barrier 1: 7/23/13 Barrier 2: 7/28/13 Barrier 2: Monthly MFAD Meetings Barrier 2: Monthly MFAD Meetings Barrier 3: MFAD sessions, weekly planning Barrier 3: Beginning September 6th and ongoing weekly Barrier 3: Ongoing Barrier 3: Week of August 19</p>	<p>Barrier 1: PLC Facilitator Binder, Data, Lesson Plans Barrier 1: PPT Presentation, Lesson Plans Barrier 1: Presentation Materials, Learning Scales used in classroom, Walkthrough Data Barrier 1: Meeting Minutes Barrier 2: MFAD walkthrough schedule Barrier 2: Student Products Meeting Minutes Barrier 2: Walkthrough Observation Form Meeting Minutes Barrier 3: Unit lesson plans, Walkthrough Data Barrier 3: Unit Lesson Plans, Student Performance Products, Walkthrough Data Barrier 3: E-mail messages, Evidence of PD participation through AVATAR Barrier 3: Meeting Minutes, CANVAS participation log, Unit lesson plans</p>

Plan Implementation Fidelity			
Who?	What?	When?	Evidence?
Person Who completes the implementation fidelity monitoring?	The method by which strategy implementation fidelity is monitored.	Date by which monitoring begins and ends	How you will know that implementation fidelity monitoring has occurred?
Barrier 1: Administration Barrier 1: Administration Barrier 2: Administration Barrier 2: Administration Barrier 2: Administration Barrier 3: Administration	Barrier 1: Meeting minutes will be reviewed and admin. will provide support follow-up Barrier 1: Collect Vertical walkthrough forms and share data with staff Barrier 1: Discussion Notes analyzed and proofed to guide look-fors used for walkthroughs Barrier 2: Creation of graphical representation of walkthrough data Barrier 2: Follow-up with meeting minutes Barrier 2: Sharing of walkthrough data Barrier 3: Review of Unit lesson plans	Barrier 1: Initial Meeting and ongoing Barrier 1: Monthly after MFAD meetings Barrier 1: Monthly after MFAD meetings Barrier 2: Monthly after MFAD meetings Barrier 2: Monthly after MFAD meetings Barrier 3: Monthly	Barrier 1: Meeting Minutes with weekly updates on support provided Barrier 1: Walkthrough Data Barrier 1: Data from iObservation Administrative Walkthrough form Research-Based PLC Meeting Minutes Barrier 2: Walkthrough Data Barrier 2: Student Products Meeting Minutes Barrier 2: Walkthrough Data Podcast Barrier 3: Lesson Plans
Plan Strategy Effectiveness			
Who?	What?	When?	Evidence?
Person Who completes the strategy effectiveness monitoring?	The method by which plan strategy effectiveness is monitored.	Date by which monitoring begins and ends	How you will know that strategy effectiveness monitoring has occurred?
Barrier 1: Administration Barrier 2: Administration Barrier 3: Administration	Barrier 1: Informal Observation Barrier 2: Informal Observation	Barrier 2: Monthly	Barrier 2: Data analyzed from informal observations



<b>School:</b> Sunray Elementary School		
<b>Initial Plan Development Date:</b>	9/5/2013	<b>Review Date:</b>
<b>Review Date:</b>	<b>Review Date:</b>	<b>Review Date:</b>
<b>Review Date:</b>	<b>Review Date:</b>	<b>Review Date:</b>

Plan Barriers: Limited integration of writing through content areas Limited audience to celebrate student success Continued need for professional development in writer's workshop and writing conferencing Limited use of interactive notebooks and response to reading

Strategies to Address Barriers: Barrier 1: Integration of writing training specific to Humanities and STEM block (Interactive Notebook focus) Barrier 1: Use of Math/Science interactive notebook to defend and justify answers Barrier 1: Project-based Social Studies units with a heavy focus in writing Barrier 2: Use of CONNECT website to celebrate student writing Barrier 2: Use of technology to publish student writing via Movie Trailers, Comic Life and varied online forums Barrier 3: Provide in house professional development offered by mentor teachers in areas of writer's workshop and writing conferencing Barrier 3: Teachers will attend professional conferences and share out information with PLC groups Barrier 3: Coaching and focus in the area of writer's workshop and conferencing during MFAD sessions. Barrier 4: Use of technologies to provide best practice models for teachers Barrier 4: Implementation of Technology-Based PLC Barrier 4: Weekly podcast to showcase best practices in the classroom Barrier 4: Writing and Journalism Club for intermediate students

Goal: Integrated Writing Across Content to solidify student learning and increase writing skills in all g

District Priority Support of Goal:  DistPrioritySupportofPLC  DistPrioritySupportofPGS  DistPrioritySupportofSBIL

Goal Support Area:  AreaGoalSupportsELA  AreaGoalSupportsMath  AreaGoalSupportsScience  AreaGoalSupportsSTEM  AreaGoalSupportsCTE  AreaGoalSupportsSocialStudies  AreaGoalSupportsParentInvolvement  AreaGoalSupportsStudentEngagement

Strategy Implementation			
Who?	What?	When?	Evidence?
<p>Action Step 1: Barrier 1: Administration Barrier 1: Administration Barrier 2: ICT Coach Barrier 2: Classroom teachers Barrier 2: Classroom teachers Barrier 3: Mentor Teachers Barrier 3: Mentor Teachers Barrier 4: Administration Barrier 4: PLC facilitators, Tech-Based PLC members</p>	<p>Barrier 1: Weekly podcast will showcase best practice using the interactive notebook Barrier 1: Interactive Notebooks will be targeted as a look-for in the peer walkthroughs conducted during MFAD Barrier 2: Coaching and differentiated professional development on CONNECT based on grade level PLC needs (ICT will join weekly PLC meetings) Barrier 2: Classroom teachers will submit high quality student writing to showcase student success (in all content areas) to ICT coach Barrier 2: Classroom teachers will post quality students writing examples on their own classroom website or blog Barrier 3: Provide several sessions of in-house professional development which will focus on writer's workshop and conferencing Barrier 3: Professional Development presentation and resources (video, materials, etc.) will be posted to the online CANVAS platform. Barrier 4: Showcase best practice writer's workshop instruction and conferencing as well as student writing through weekly podcasts which will be e-mailed to teachers Barrier 4: Sharing of tools and online resources to engage and motivate students with writing, sharing of resources which will enhance the publishing and sharing of success for our young writers. Tech-Based PLC will share findings with grade level PLC facilitators on Thursday meetings.</p>	<p>Barrier 1: September 2013 Barrier 1: October 2013 and Ongoing Monthly MFAD Barrier 2: September 2013 Barrier 2: Starting September 2013 Barrier 2: September 2013 Barrier 3: September 2013 Barrier 3: September 2013 Barrier 4: Starting Sept. 2013 Barrier 4: Starting October 2013</p>	<p>Barrier 1: Archived e-mail Barrier 1: Graphical data representing Interactive Notebook Look-for Barrier 2: Published CONNECT teacher sites Barrier 2: Published writing on school website Barrier 2: Published writing on classroom website or blog Barrier 3: Lesson PlansParticipation ProductsTicket Out the Door Barrier 3: Materials posted to CANVAS Barrier 4: Archived e-mails, increase in teacher usage of best practice as observed in walkthrough/observation data Barrier 4: PLC Facilitator Meeting Minutes</p>

Plan Implementation Fidelity			
Who?	What?	When?	Evidence?
Person Who completes the implementation fidelity monitoring?	The method by which strategy implementation fidelity is monitored.	Date by which monitoring begins and ends	How you will know that implementation fidelity monitoring has occurred?
Barrier 1: Administration Admin Barrier 2: Administration Barrier 3: Administration	Barrier 1: Fidelity of communication of best practiceQuality of trainer materials posted online Barrier 2: Sharing of student writing celebrations, monitoring samples posted to exemplar writing pieces, consistent online publishing throughout the school year Barrier 3: Design and deliver professional development in quality instruction, quality of trainer resources and follow-up coaching provided by mentor teachers	Barrier 1: Ongoing 2013 Barrier 2: October Barrier 3: September 2013	Barrier 1: Archived e-mailsTraining Resources Posted Barrier 2: Samples posted to website Barrier 3: Sign-In sheet from Professional development resources posted to CANVAs
Plan Strategy Effectiveness			
Who?	What?	When?	Evidence?
Person Who completes the strategy effectiveness monitoring?	The method by which plan strategy effectiveness is monitored.	Date by which monitoring begins and ends	How you will know that strategy effectiveness monitoring has occurred?
Barrier 1: Administration Admin Barrier 2: Administration Barrier 3: Administration	Barrier 1: Informal Observations Barrier 2: SRES Writes Data - Increase in Proficiency Barrier 3: Analyze data collected from SRES Writes	Barrier 1: Ongoing Barrier 3: Monthly	Barrier 1: Data collected from observations



<b>School:</b> Sunray Elementary School		
<b>Initial Plan Development Date:</b>	8/30/2013	<b>Review Date:</b>
<b>Review Date:</b>	<b>Review Date:</b>	<b>Review Date:</b>
<b>Review Date:</b>	<b>Review Date:</b>	<b>Review Date:</b>

Plan Barriers: Limited knowledge of online resources to increase engagement Philosophy of teacher-led delivery vs. facilitator of learning Limited confidence in use of technology Motivation to loosen "control" in the classroom

Strategies to Address Barriers: Barrier 1: Coaching in the area of online resources that can be used in the classroom to activate student learning Barrier 1: Best practices posted through an administration podcast on a weekly basis Barrier 1: Use of CANVAS for resources that will activate student engagement Barrier 1: Creation of preview videos to instruct students in core curriculum areas prior engaging students in high cognitive tasks Barrier 2: Technology-Based PLC will study and share best practice and digital resources for 21st century learners Barrier 2: Continued study of the Marzano Levels of Learning and Marzano Taxonomy Barrier 2: Comparative analysis of classroom data and instructional strategies used in classroom Barrier 3: Ongoing professional development and coaching of digital tools, activators, and blended learning best practices Barrier 3: Modeling of technology tools by school leaders Barrier 3: Sharing of professional development opportunities in the area of technology integration (i.e. webinars, journals) Barrier 4: Continued study of the Marzano framework during PLC meeting time Barrier 4: Showcasing video examples of best practices (facilitator of learning, high cognitive demand tasks, support, engagement of students) Barrier 4: Sharing of data to support need for change

Goal: ase student engagement during instructional delivery through use of the teacher as facilitator

District Priority Support of Goal:  DistPrioritySupportofPLC  DistPrioritySupportofPGS  DistPrioritySupportofSBIL

Goal Support Area:  AreaGoalSupportsELA  AreaGoalSupportsMath  AreaGoalSupportsScience  AreaGoalSupportsSTEM  AreaGoalSupportsCTE  AreaGoalSupportsSocialStudies  AreaGoalSupportsParentInvolvement  AreaGoalSupportsStudentEngagement

Strategy Implementation			
Who?	What?	When?	Evidence?
<p>Action Step 1: Barrier 1: ICT Coach            Barrier 1: Teachers Barrier 1: Administration, ICT Coach, Media/Tech Assistant Barrier 2: Administration PLC facilitators Barrier 2: Administration One-to-One Teachers ICT Coach Barrier 3: ICT Coach Administration Barrier 3: ICT Coach Administration Barrier 4: Administration Barrier 4: PLC Facilitators</p>	<p>Barrier 1: Coaching of digital tools for creation of preview instructional videos            Barrier 1: Creation of preview videos for students use Barrier 1: Publish notification of new Learning Lab, which will be housed in Media Center Lab. This lab will be open two days per week for students to preview instructional videos and complete online tasks Barrier 2: Develop structure for the members of the Technology-based PLC group - creation of initial agenda Barrier 2: Develop procedure for sharing out resources and information on digital tools that can enhance student engagement in the classroom Barrier 3: Design Professional Development to be presented during planning week - Actively Engaging Students Barrier 3: Deliver Professional Development during Planning week Barrier 4: Creation of PD on Marzano Framework to be shared during planning week Barrier 4: Focus on Marzano elements as related to student engagement during administrative walkthrough Barrier 4: Focus on Marzano Framework elements throughout PLC meetings using differentiated goals for classroom teachers</p>	<p>Barrier 1: Weekly PLC Meetings Barrier 1: Begin 8/12/13 and ongoing Barrier 1: Begins August 26 - Ongoing Bi-Weekly Barrier 2: July 23rd Barrier 2: September 9th Barrier 3: Summer 2013 Barrier 3: 8/16/13 Barrier 4: June 2013 Barrier 4: Ongoing Barrier 4: Weekly PLC Meetings</p>	<p>Barrier 1: Posted Videos, Training Materials Barrier 1: Posted Videos, student usage in learning lab and in classroom Barrier 1: Student Sign-In Log Barrier 2: Meeting Calendar First Agenda PLC Facilitator binder Barrier 2: Meeting Minutes Barrier 3: Materials, PD Plan, Agenda, Sign-in Sheets Barrier 3: Agenda, Sign-In Sheets Barrier 4: Presentation Materials, Sign-In Sheet Barrier 4: Walkthrough Data related to Marzano Framework Barrier 4: Meeting Minutes</p>

Plan Implementation Fidelity			
Who?	What?	When?	Evidence?
Person Who completes the implementation fidelity monitoring?	The method by which strategy implementation fidelity is monitored.	Date by which monitoring begins and ends	How you will know that implementation fidelity monitoring has occurred?
Barrier 1: Administration Administration Administration Administration	Barrier 2: Barrier 3: Barrier 4: Administration	Barrier 1: Design and delivery of PD in the use of student engagement, use of preview videos for instruction, use of Learning Lab Barrier 2: Design and development for resource sharing procedures of tech-based PLC group Barrier 3: Design and Delivery of PD for activating student engagement Barrier 4: Design and Delivery of PD for use of Marzano Framwork to guide instruction and promote student engagement	Barrier 1: Weekly PLC Meetings Barrier 2: 7/23/13, 9/9/13 Barrier 3: 8/16/13 Barrier 4: 8/16/13, Weekly PLC Meeting
Barrier 1: Sing-In sheets, Lesson Plans, Learning Lab Sign-In Sheet	Barrier 2: Meeting Minutes and Agendas for PLC group	Barrier 3: Meeting Agenda and Resources	Barrier 4: Meeting Agenda, Materials, Resources, Lesson Plans, administrative walkthrough and observation data
Plan Strategy Effectiveness			
Who?	What?	When?	Evidence?
Person Who completes the strategy effectiveness monitoring?	The method by which plan strategy effectiveness is monitored.	Date by which monitoring begins and ends	How you will know that strategy effectiveness monitoring has occurred?



## State Requirements

- 1 Do you have a dropout prevention and academic intervention program? If yes, a goal must be included in the SIP, Please Describe the Goal and the plan below:

N/A

- 2 Grades 6-12: Every Teacher Contributes to Reading Improvement. Describe how the school ensures every teacher contributes to the reading improvement of every student.

N/A

- 3 College and Career Readiness: How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Students engage in a high-demand and rigorous curriculum which incorporates authentic and real world learning experiences. Students have the opportunity of making connections to future careers through STEM integration and field trips within the community to local businesses.

- 4 How does the school promote academic and career planning, including advising on course selections so that each student's course of study is personally meaningful?

N/A

- 5 Grades 9-12: Describe strategies for improving student readiness for the public postsecondary level based on the annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C. (<http://data.fldoe.org/readiness/>).

N/A

- Student performance data were used in developing objectives of the school improvement plan.[(6)].Section 1008.22, F.S. (Student assessment program for public schools)
- Include goals to address achievement gap of one or more student subgroups. Section 1001.42, F.S.(Powers and duties of district school board)
- Include goals to address significant graduation rate gaps of one or more student subgroups when compared to the state's graduation rate. Section 1001.42, F.S.(Powers and duties of district school board)
- Ensure the SAC is in compliance and assisted in the preparation and evaluation of the school improvement plan required pursuant tos. 1001.42(18).[2] Section 1001.452, F.S. (District and school advisory councils)
- Guiding principles for secondary school redesign are used in the annual preparation of each secondary school improvement plan.[(2)(a)-(j)].Section 1003.413, F.S. (Florida Secondary School Redesign Act)
- Each school that establishes a dropout prevention and academic intervention program at that school site must reflect the program in its school improvement plan. [(2)(b)].Section 1006.53, F.S. (Dropout prevention and academic intervention)
- High schools must develop strategies to improve student readiness for the public postsecondary level based on annual analysis of the feedback report data.[(4)].Section 1008.37, F.S. (Postsecondary feedback of information to high schools)
- The school improvement plan was developed collaboratively and focused on enhanced and differentiated instructional strategies to engage students, increased opportunities for professional collaboration among and between teachers and all students, and increased opportunities for professional collaboration among and between teachers, guidance counselors, instructional leaders, postsecondary educators engaged in preservice training for new teachers, and the workforce community.NULL[(3)(a)].Section 1012.98, F.S. (School Community Professional Development Act)
- School leaders generated a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan. [(2)(b)2.a].Rule 6A-5.080, F.A.C. (Florida Principal Leadership Standards)
- Enter your electronic Signature ( The UserID you used to login to this stie and your Employee ID) below to certify that these requirements are included in the School Improvement Plan for Your School.