

Pinemount Elementary School

324 SW GABRIEL PL, Lake City, FL 32024

<http://www.columbia.k12.fl.us/pinemount/index.htm>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

72%

Alternative/ESE Center

No

Charter School

No

Minority

23%

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 Columbia County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	20
Appendix 2: Professional Development and Technical Assistance Outlines	21
Professional Development Opportunities	22
Technical Assistance Items	23
Appendix 3: Budget to Support Goals	24

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Children are our future. Success can be found in every one, every day.

Provide the school's vision statement

In partnership with parents and the community we are committed to providing quality and equity in teaching and learning that will empower all students to achieve their personal best, to become life-long learners, and to be responsible, productive citizens of tomorrow.

School Environment

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

Highly qualified teachers that are certified in ELL provide instruction that is conducive to learning and fosters relationships that will overcome language barriers and cultural differences. Families are encouraged to attend events at the school where teachers and administration can provide support and answer questions to ensure the success of each student in the school.

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

Students are welcomed to Pinemount Elementary by friendly, professional and highly qualified faculty and staff. The school provides a safe and friendly atmosphere where each child can learn. Student safety is paramount to the mission of the school and children are monitored before, during and after school to ensure that each child is safe.

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

In an effort to have a uniform and equitable form of discipline that is both positive and effective, the staff of Pinemount Elementary has devised a school wide discipline plan. It was a joint effort that included input from faculty, staff and parents. School wide expectations are taught to students and reviewed daily. Classroom rules include respecting yourself, respecting others, respecting property and respect for learning. Clear and concise consequences are outlined for students utilizing a color card system to effectively monitor student behaviors. School personnel were trained by Principal Hill in a pre-planning meeting on the discipline plan and expectations regarding its implementation. Additionally, if there is a specific student with behavioral concerns, staff will meet as a committee to develop an individualized behavior plan for the student.

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

Teachers and staff maintain a close and open relationship with the guidance counselor where they can refer students for counseling, share concerns, and schedule meetings. The guidance counselor also makes referrals to outside counseling agencies throughout the community for students whose needs require additional resources. Utilizing the morning broad cast system the guidance counselor

periodically delivers 'Words of Wisdom', encouraging messages that foster character education. Classroom guidance, small group and individual counseling is available to all students.

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

The school uses FOCUS as the data reporting system for attendance, discipline and grades. Performance Matters is the data system that is used to monitor student performance on statewide assessments as well as progress monitor student achievement on district assessments.

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	7	9	7	5	4	2	34
One or more suspensions	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	9	3	16

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students who scored a Level 1 on statewide assessments are identified and supported in strategic intervention groups that focus on each child's area of weakness. The students are progress monitored to assure that they are making progress in their deficient area. Small group interventions that incorporate differentiated instruction using various intervention programs are used to aid in student learning.

The school messenger call out system is used to notify parents of both absenteeism and other school events to aid in student success.

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

Targets for parent involvement will include participation in school sponsored activities and student attendance at school. Teachers hold parent conferences with the parents of all students in an effort to communicate the school's vision of commitment to providing quality and equity in teaching and learning that will empower all students to achieve their personal best, to become life-long learners, and to be responsible, productive citizens of tomorrow.

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 school advisory council consists of parents, community members and business leaders who are representative of the demographics and makeup of the community the school serves. This group has a say in both funding and decision making that helps maintain the function and use of resources that run the school. Additionally, there is a Parent Teacher Organization (PTO) , which provides funding and other resources that support the school and student achievement through buying things that aren't supported from the general fund sources that normally provide such resources. The PTO is also made up of community and business leaders who represent and support the community the school serves.

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
Hill, Cherie	Principal

Duties

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

- Cherie Hill - Fidelity of instruction, professional development needs, behavior, review of data
- Laura Stewart- Curriculum materials, intervention resources, review of data, professional development
- April Bolkosky - Curriculum materials, intervention resources, scheduling, review of data, behavior
- Amanda Todd - Scheduling, review of data, behavior
- Veronica Bennett- Media and technology coordinator

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 leadership team is responsible for MTSS and SIP meets monthly to use the problem solving process to do the following.

1. Oversee the multi-layer model of delivery - core, Tier 2 and Tier 3.
2. Based on student data, recommend, coordinate, and implement supplemental services for Tier 2

and Tier 3

students, matching individual needs.

3. Determine scheduling needs, curriculum materials, and intervention resources based on identified needs

from data analysis.

4. Determine school-wide professional development needs of faculty and staff; arrange trainings aligned with the SIP goals.

5. Review and interpret student data (academics, behavior, and attendance) at the school and grade level.

Funds the school receives will be used to implement the strategies spelled out in the school improvement plan. The use of school improvement funds will be discussed, voted on, and decided by the School Advisory Council. Federal funds will be used to coordinate data days for teachers and support staff to disaggregate data and make decisions about the direction to be taken with instruction.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rachel Stephens	Teacher
Ashley Shaw	Teacher
Wilda Drawdy	Business/Community
Matt Greene	Parent
Melissa Joyner	Business/Community
Yvonne Melgaard	Education Support Employee
David Michalkiewicz	Parent
Nancy Nydam	Business/Community
Denesha Pierre-Louis	Teacher
Jessica Rodriguez	Parent
Nicole Storer	Business/Community
Kyala Wilson-Rolle	Teacher
	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 School Improvement Plan was reviewed with SAC and Pinemount Staff. Additionally, the school underwent an Instructional Review to provide strategic goal making and analysis with the SIP being utilized for both review and as a template for determining next steps. The 8 step problem solving process was followed to discuss strategies to monitor both the strategies and overall effectiveness of the plan itself.

Development of this school improvement plan

School data is discussed with SAC members during the course of the school year. Beginning of the year, mid-year, and end of the year data will be discussed. Trends are identified and strategies are

discussed at meetings. SAC members are provided with copies of the SIP and barriers, goals and strategies are discussed.

Preparation of the school's annual budget and plan

The school improvement budget was allocated to reflect the initiatives identified in the goals and action plan of the school improvement plan. This budget was presented to the SAC committee for their input and approval.

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

We will be requesting SAC funds to provide tools to increase parent involvement and communication. Monies will be requested to provide planners for third, fourth, and fifth grade students. Communication folders will be provided for all students in all grade levels. We will also be requesting funds to purchase paper necessary to send home correspondences to parents and keep them informed through the use of newsletters, flyers, and other documents.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Hill, Cherie	Principal
Stewart, Laura	Instructional Coach
Bolkosky, April	Administrative Support
Shaw, Ashley	Teacher, K-12
Bennett, Veronica	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

- Implementation and evaluation of the SIP reading strategies across the content areas.
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across content areas.
- Data analysis

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

Professional learning communities exists in the school so teachers can work collaboratively together to thoughtfully plan engaging lessons and activities for students. Teachers in each grade level have

common planning time each day and meet once a week for planning. Professional learning communities meet twice per month after school to effectively plan rigorous instruction in the school.

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

Providing placements for interns from Florida Gateway College EPI and TTT programs. Partnering with St. Leo's University to provide placements for interns at all levels of the Elementary Education program.

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

Highly effective teachers, with Clinical Educator training, are mentors to beginning teachers and teachers new to the school. The Instructional coach provides professional development for all new teachers on campus to make sure they are familiar with best practices and programs used within the school.

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 school uses state adopted rigorous programs that are aligned to Florida's standards. Teachers use standards based instruction that provide meaningful learning experiences for students.

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

Pinemount Elementary provides differentiated instruction to meet the diverse needs of students by implementing small group interventions. Our teachers ability group our students to best meet their ability needs. For example, all of our highly qualified teachers follow the accommodations set forth in students academic plans.

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: Summer Program

Minutes added to school year: 1,000

A summer enrichment program is offered by the Columbia County School district which Pinemount Elementary students are invited to attend. The program is scheduled and monitored by other schools in the school district.

Strategy Rationale

Students who need additional support can be supported through enriching activities to promote learning throughout the summer.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hill, Cherie, hillc@columbiak12.com

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

Data is collected and analyzed at the district to assess the effectiveness of summer enrichment programs.

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

In Columbia County Public Schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state selected assessment contains a subset of Early Childhood Observation System and the first five measures of the Florida Assessment in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter explaining the assessments. Teachers will meet the parents after the assessments have been completed to review students instruction. Children entering Kindergarten may have benefited from the Columbia County Public Schools' Voluntary Prekindergarten Program. Parent Involvement events for transitioning children into kindergarten include kindergarten orientation. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at an early date to ensure that the child is able to start school on time.

Pinemount Elementary has two prekindergarten classrooms; one serves VPK students, and the other serves PreK handicapped children. Both teachers have a full-time paraprofessional. Instruction is standards-driven and based on the VPK standards. Progress monitoring is on-going using the state assessment.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through collaborative teaching and increased knowledge of standards, teachers will provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction across all content areas.

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. Through collaborative teaching and increased knowledge of standards, teachers will provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction across all content areas. 1a

G045404

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0
AMO Reading - All Students	78.0
FCAT 2.0 Science Proficiency	70.0
FAA Writing Proficiency	70.0
Math Lowest 25% Gains	70.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Instructional Coach and Math, Science TSC
- Common Planning Time within the schedule
- Mary Lewis, PD facilitator
- Florida Ready, LAFS
- Various intervention materials to aid in DI
- Ryan Mitchell, Nefec math specialist
- Accelerated Math and other programs to support ambitious instruction
-

Targeted Barriers to Achieving the Goal 3

- Time to develop and implement new learning following PD

Plan to Monitor Progress Toward G1. 8

STAR testing, Performance Matters testing, as well as formative assessments developed in the classroom and used as data points for differentiating instruction and small grouping.

Person Responsible

Cherie Hill

Schedule

Monthly, from 10/3/2014 to 6/2/2015

Evidence of Completion

Progress Monitoring test scores, data from classroom tests, and other formative data.

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. Through collaborative teaching and increased knowledge of standards, teachers will provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction across all content areas. **1**

 G045404

G1.B1 Time to develop and implement new learning following PD **2**

 B124302

G1.B1.S1 Teachers will be given planning time following pd to allow time to effectively implement new learning. **4**

 S136226

Strategy Rationale

Teachers attend PD and do not have time to effectively implement new learning.

Action Step 1 **5**

Teachers will be provided time to effectively plan and develop curriculum that support student learning.

Person Responsible

Cherie Hill

Schedule

Monthly, from 10/3/2014 to 6/2/2015

Evidence of Completion

The instructional coach will facilitate these planning sessions to provide assistance, as well as keep minutes and documentation. Additionally, lesson plans will show evidence that lessons follow these decisions into the classroom, and thus PD strategies are effectively sublimated into classroom instruction.

Action Step 2 5

Teachers will be provided additional professional developments to deepen understanding and implementation of new standards.

Person Responsible

Laura Stewart

Schedule

On 6/2/2015

Evidence of Completion

The instructional coach will attend these sessions, and gather sign in sheets to validate teacher attendance.

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

The principal will monitor the login sheets, minutes, and lesson plans that come from these sessions following PD opportunities

Person Responsible

Cherie Hill

Schedule

Monthly, from 10/3/2014 to 6/2/2015

Evidence of Completion

Evidence will be login sheets, minutes, and lesson plans that come from the sessions following PD.

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

The principal will assess data to show that these improved planning opportunities translate into improved student performance because the teachers can better assimilate knowledge gained from the PDs.

Person Responsible

Cherie Hill

Schedule

Monthly, from 10/3/2014 to 6/2/2015

Evidence of Completion

Progress Monitoring data will show increased performance by students on benchmarks that are tied to times following PD opportunities where increased planning is facilitated.

G1.B1.S2 Instructional strategies and materials that allow teachers to differentiate instruction will be utilized to meet the needs of a diverse student population. 4

 S140563

Strategy Rationale

Scores for LQ students in Reading and Math as well as overall reading gains dropped in the 2014 school year.

Action Step 1 5

Materials will be purchased to support teachers efforts in providing differentiated instruction and motivating student achievement in all content areas.

Person Responsible

April Bolkosky

Schedule

On 4/30/2015

Evidence of Completion

Progress monitoring data will be used to identify areas of need and track student performance.

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	Teachers will be provided time to effectively plan and develop curriculum that support student learning.	Hill, Cherie	10/3/2014	The instructional coach will facilitate these planning sessions to provide assistance, as well as keep minutes and documentation. Additionally, lesson plans will show evidence that lessons follow these decisions into the classroom, and thus PD strategies are effectively sublimated into classroom instruction.	6/2/2015 monthly
G1.B1.S2.A1	Materials will be purchased to support teachers efforts in providing differentiated instruction and motivating student achievement in all content areas.	Bolkosky, April	10/1/2014	Progress monitoring data will be used to identify areas of need and track student performance.	4/30/2015 one-time
G1.B1.S1.A2	Teachers will be provided additional professional developments to deepen understanding and implementation of new standards.	Stewart, Laura	10/3/2014	The instructional coach will attend these sessions, and gather sign in sheets to validate teacher attendance.	6/2/2015 one-time
G1.MA1	STAR testing, Performance Matters testing, as well as formative assessments developed in the classroom and used as data points for differentiating instruction and small grouping.	Hill, Cherie	10/3/2014	Progress Monitoring test scores, data from classroom tests, and other formative data.	6/2/2015 monthly
G1.B1.S1.MA1	The principal will assess data to show that these improved planning opportunities translate into improved student performance because the teachers can better assimilate knowledge gained from the PDs.	Hill, Cherie	10/3/2014	Progress Monitoring data will show increased performance by students on benchmarks that are tied to times following PD opportunities where increased planning is facilitated.	6/2/2015 monthly
G1.B1.S1.MA1	The principal will monitor the login sheets, minutes, and lesson plans that come from these sessions following PD opportunities	Hill, Cherie	10/3/2014	Evidence will be login sheets, minutes, and lesson plans that come from the sessions following PD.	6/2/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Through collaborative teaching and increased knowledge of standards, teachers will provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction across all content areas.

G1.B1 Time to develop and implement new learning following PD

G1.B1.S1 Teachers will be given planning time following pd to allow time to effectively implement new learning.

PD Opportunity 1

Teachers will be provided time to effectively plan and develop curriculum that support student learning.

Facilitator

Stewart, IC

Participants

k,1,2,3,4,5 teachers

Schedule

Monthly, from 10/3/2014 to 6/2/2015

PD Opportunity 2

Teachers will be provided additional professional developments to deepen understanding and implementation of new standards.

Facilitator

Stewart, IC

Participants

k,1,2,3,4,5 teachers

Schedule

On 6/2/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Through collaborative teaching and increased knowledge of standards, teachers will provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction across all content areas.	3,000
Grand Total	3,000

Goal 1: Through collaborative teaching and increased knowledge of standards, teachers will provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction across all content areas.

Description	Source	Total
B1.S1.A2 - Mary Lewis to train staff in new writing standards. District is covering the cost for facilitator fees. Sac funds are requested to pay for substitute teachers	School Improvement Funds	1,500
B1.S2.A1 - Intervention materials to aid in differentiated instruction will be purchased. Activities that support motivational efforts to increase academic performance will be purchased.	School Improvement Funds	1,500
Total Goal 1		3,000