Hutchison Beach Elementary School

2014-15 School Improvement Plan

Hutchison Beach Elementary School

12900 MIDDLE BEACH RD, Panama City, FL 32407

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	72%

Alternative/ESE Center	Charter School	Minority
No	No	19%

School Grades History

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

School Board Approval

This plan was approved by the Bay County School Board on 12/9/2014.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We are dedicated to developing lifelong leaders. We strive to improve the quality of student performance within a safe environment. We facilitate students as they develop educational and personal goals. Our students are emerging leaders who will meet the challenges of a global society.

Provide the school's vision statement

We are a community of leaders. We recognize, honor, and celebrate the leaders within us all!

School Environment

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

All students hold a leadership job within their classroom that align with their interests and strengths.
Teachers greet each student by name and with a handshake before every class period.
Bullying prevention curriculum is presented on ITV and by guidance counselors throughout the school year.
Students are celebrated for their achievements on ITV.
Administrators reward students by eating lunch with small groups of students each month on the cafeteria stage.
Two teams of students serve in a leadership capacity at the school. Student Ambassadors give tours to incoming students and families, speak about the school at community and school events, and train new students in the PBS/Leader in Me initiatives. The Student Lighthouse Team plans the yearly school-wide leadership day where community members visit the school and are immersed in the school culture.
MTSS school wide, monitored by teachers, math coach, reading coach, guidance and administration. The location of safety plans are standardized throughout the building. A Crisis Intervention Team is team in place to respond to emergencies.
We implement Positive Behavior Supports through the Leader in Me initiative. Students earn Habit High Fives from staff members for demonstrating one of the 7 Habits. They are given the opportunity to redeem their Habit High Fives monthly for merchandise from our school store called Leader Landing.

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

Grade level and classroom goals are set quarterly to support school improvement goals. Each nine weeks, students are supported by the teacher as they identify their strengths and weaknesses and develop personal and academic goals.
Student progress is monitored by teachers, administration, and students through regular data chats.
Student-led conferences are modeled and implemented in all classrooms grades K-5.
Guidance counselors provide services and utilize social capital to meet the physical, social, and emotional needs of students.
Adults supervise students during any unstructured activity on campus: before school, during transitional times, in the cafeteria, and during dismissal. In addition, student safety patrol officers are stationed throughout the campus to ensure that students are safe. A team of students serve as ambassadors to visitors and members of the community. They work with new students and staff

members to teach them about the Leader in Me program and the Seven Habits of Highly Effective People.
Students recite the mission statement (SPLASH Pledge) each morning on announcements.

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

Faculty, staff, and students are taught to exhibit the 7 Habits of Highly Effective People in their personal and academic lives. Students earn Habit High Fives for demonstrating the habits during school. These are incentives that are redeemed monthly a our school store, Leader Landing. Student discipline model focus on Positive Behavior Support. Comprehensive training is provided yearly. Follow-up training is embedded in faculty meetings throughout the year.
Each classroom creates a collaborative mission statement that outlines the behavioral norms and expectations for learning throughout the school day. Mission statements are posted outside each classroom and are an integral part of the classroom discipline model.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school has two full-time guidance counselors who work with teachers, parents, and students to attend to the social, emotional, and academic welfare of all children. These counselors routinely meet with small groups and individual students to provide students with strategies to deal with challenging situations. Our school also partners with businesses and organizations in the community to provide adult mentors for students. The mentoring program is overseen by the guidance department and mentoring sessions occur regularly throughout the year. We have a Military Family Life Counselor who also works with military related personnel and their dependents.
We ensure that the social-emotional needs of students are met by implementing positive behavior supports school-wide. In addition, the Leader in Me program provides each student with a framework to identify personal strengths and weaknesses and the skills to set goals and employ strategies to meet those goals.

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension:
One or more suspensions, whether in school or out of school:
We track attendance and discipline data monthly and report to parents and all stakeholders in the newsletter and on display in the office. Guidance counselors work with teachers to identify students with repeated attendance and/or behavior concerns. Students track their own attendance and behavior in their leadership notebooks and in planners. When a concern is identified, a team meets to discuss interventions.
Course failure in English Language Arts or mathematics: Grades are monitored regularly by admin through Parent Portal. Teachers report progress to parents weekly in parent portal. At the end of each nine weeks, admin pulls a report of all course failures in ELA, Math, Science, and Social Studies. This information is used by PLCs to determine if appropriate interventions are in place. In addition, needed supports are provided for teachers and students.
A Level 1 score on the statewide, standardized assessments in English Language Arts or

mathematics: Scores are analyzed and students are strategically placed into classrooms where more support and interventions are provided.

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	41	36	26	27	26	39	195
One or more suspensions	4	2	7	8	3	6	30
Course failure in ELA or Math	0	2	1	5	2	0	10
Level 1 on statewide assessment	0	0	0	31	30	41	102

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	2	2	19	12	17	54

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

• 74 of the students have withdrawn or moved into Middle School.
• 8 students (2-2nd, 3-3rd, 3-4th) are in Inclusion classrooms in grades K-5. They are receiving more exposure to grade level material and also receiving acceleration in both Reading and Math.
• 7 students are in a full time ESE classroom
• 4 students (1-K, 2-3rd, 1-4th) receive ELL services are in place to provide classroom strategies, ELL paraprofessional assistance, and Imagine Learning computer intervention program.
• 26 Students (1-K, 5-1st, 2-2nd, 14-3rd, 4-4th) are receiving Tier II and Tier III interventions according to their need.

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/219630.

Description
A PIP has been uploaded for this school or district - see the link above.

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

Administrators regularly review teachers' lesson plans to see that the core instructional program is aligned to Florida's standards. In professional learning communities (PLCs), teachers analyze Florida's standards as they create common assessments and then plan for instruction. Using this planning procedure, teachers use the Florida Standards to drive their instruction. Documentation of Florida's standards is included in each teacher's lesson plans.

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
Nouskhajian, Glenda	Principal
Reeder, Rebecca	Assistant Principal
Oster, Leslee	Guidance Counselor
Parrish, Jackie	Guidance Counselor
Lay, Laura	Instructional Coach
Edwards, Kathy	Instructional Coach

Duties

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

Principal - Glenda Nouskhajian
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Assistant Administrator- Rebecca Reeder
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Guidance Counselors- Jackie Parrish and Leslee Oster
Provides guidance on K-12 reading plan; supports schools with the implementation of MTSS; shares information with administrators, provides professional development to faculty and staff based on area of need; attends School Based Leadership Team Meetings; assists with data analysis and development of intervention plans and periodically reviews MTSS folders for compliance.
Literacy Coach: Laura Lay
Provides guidance on K-12 Comprehensive Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II, and

Tier III intervention plans.
Math Intervention Teacher: Kathy Edwards
Provides guidance on implementing math curriculum; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II, and
Tier III intervention plans.

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 team will meet to build consensus and make decisions about implementation. The MTSS team functions to conduct on-going DEA, FCAT data, and other Universal Screening data to match interventions to student needs and stakeholder accountability. We will review progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks and students who are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the MTSS team will identify and ensure professional development. The MTSS team is responsible for school-wide implementation. The MTSS team provides training and coaching to school staff. School administrators will use individual student performance data to determine activities and the MTSS structures needed to best meet the needs of their students. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan.
Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.
Title I, Part C- Migrant
A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of three and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:
• Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
• Support for schools serving migrant students
• Family literacy programs, including such programs that use models developed under Even Start
• The integration of information technology into educational and related programs and
• Programs to facilitate the transition of secondary school students to post secondary education or employment
Title I, Part D
The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated

correctional facilities.

Title II

Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:

• Providing professional development activities

• Carrying out programs and activities that are designed to improve the quality of the teacher force

• Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

• Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

• Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III

The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/ assistance, acculturation field trips, and registration/travel for workshops and professional development.

Title X

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to

• modified curriculum

• reading instruction

• after-school instruction

• tutoring

• mentoring

• class size reduction

• extended school year

• intensive skills development in summer school and other methods to improve student achievement

Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are

provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs

The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district.

Housing Programs

The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available. The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.

The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is $25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

Head Start

Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress.

Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Laura Wright	Teacher
Johnathan Iler	Teacher
Leigh Holloway	Education Support Employee
Erica Marino	Teacher
Kristen Ingram	Teacher
Kathy Edwards	Teacher
Laura Lay	Teacher
Debbie Spillers	Teacher
Glenda Nouskhajian	Principal
Alicia Bailie	Education Support Employee
Lynn Payne	Education Support Employee
Kathy Young	Education Support Employee
Meredith Smithberget	Parent
Jennifer Otwell	Parent
Brandi Stephens	Parent
Angela Crawley	Parent
Tyler Plunkett	Parent
Heather Hernandez	Parent
Rachel Popplereiter	Parent
Loralei Roney	Parent
Lindsey Shoults	Parent
Holly Barber	Parent
Glenda Watson	Parent
Elizabeth McFarland	Parent
Rebecca Reeder	Teacher
Jaysa Hunter	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's school improvement plan was presented to the council for review and reflection. The goal and strategies were used to shape the creation of the current plan. Progress toward meeting the goal will be monitored by SAC.

Development of this school improvement plan

The members of the School Advisory Council review student achievement data no fewer than three times a year. They suggest ways that strategies to improve student achievement may be strengthened or implemented. They review the draft of the SIP and contribute to any adjustments prior to finalizing the plan. Improvement and development will be ongoing throughout the school year. SAC members will be updated throughout the year with student data.

Preparation of the school's annual budget and plan

This year the annual school budget and Title I budget will be presented to SAC in draft form to solicit input and obtain approval prior to finalization.

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

No school improvement funds were spent last year.

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
Adkins, Chasity	Teacher, K-12
Asselin, Stephanie	Teacher, K-12
Bailie, Alicia	Other
Edwards, Kathy	Instructional Coach
Frowert, Lora	Teacher, K-12
Graddy, Jana	Teacher, K-12
King, Valerie	Teacher, K-12
Laberdesque, Sheila	Teacher, K-12
Lay, Laura	Instructional Coach
Marino, Erica	Teacher, K-12
McNally, Gina	Teacher, K-12
Nouskhajian, Glenda	Principal
Oster, Leslee	Guidance Counselor
Parrish, Jackie	Guidance Counselor
Quinn, Mark	Teacher, K-12
Reeder, Rebecca	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT will promote literacy within the school. They are as follows:
SRA Implementation for interventions
Creating and utilizing common assessments in each grade level to ensure that students are receiving a guaranteed and viable curriculum.
Data analysis to ensure that
Integrating Kagan in literacy instruction
Data Analysis of common assessments, MTSS progress monitoring, Discovery Education

Assessment data, and other relevant measures of student performance. The LLT will devise and implement strategies that utilize data to drive instruction.

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

All teachers are members of a grade level Professional Learning Community (PLC) and of a vertical PLC. These learning communities meet regularly to analyze student achievement data and develop common assessments. Teachers value each other's input on instructional practices and have an active voice in the conversations of the PLC. Norms are created by the PLCs and implemented with fidelity during each meeting. Representatives from each PLC works with administration to share concerns and successes. PLCs create a unified, collaborative faculty committed to improving instruction and student achievement.
Grade levels have common planning time each day and monthly staff meetings have been replaced with time for the vertical PLCs to meet and analyze data. The professional conversations during the vertical PLCs highlight the progression of student achievement across all grade levels.

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

We work collaboratively with the staff in human resources office to define the ideal teacher based upon the school population served. Teachers and administration serve on the interview teams to share the philosophy and culture of the school with potential candidates.

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

We have a lead teacher for each core curriculum area who conducts monthly curriculum meetings with grade level teachers. In addition, seasoned teachers are paired with new teachers to provide mentoring. Administrators check in with new teachers and their mentors on a regular basis to provide on going support for the mentoring process.

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

Administrators regularly review teachers' lesson plans to see that the core instructional program is aligned to Florida's standards. In professional learning communities (PLCs), teachers analyze Florida's standards as they create common assessments and then plan for instruction. Using this planning procedure, teachers use the Florida Standards to drive their instruction. Documentation of Florida's standards is included in each teacher's lesson plans.

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

Several sources of data are used to provide and differentiate instruction to meet the diverse needs to students at HBES including FCAT, Discovery Education Assessment, grade level common assessments, and Successmaker 7. Data is analyzed and student strengths and weaknesses are noted. Differentiated instruction is constructed using research based strategies and curriculum such as McGraw-Hill Wonders, Florida's Go! Math, Kagan strategies, and Criss Strategies. Students who show, with a triangulation of data points, to need immediate intervention either in math or reading are brought before the MTSS problem solving team. Students may receive Tier 2 or Tier 3 differentiated instruction in math or reading. While a student is enrolled in Tier 2 or Tier 3, the teacher uses DIBELS Next probes to monitor progress. Based on the data from progress monitoring, instruction may be further differentiated to meet the specific needs of each student

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: 1,080

We offer reading and mathematics tutorial that targets students' weaknesses in reading and math. Students stay after school for one hour twice a week.

Strategy Rationale

Students who are working significantly below grade level need an increased amount of instruction in order to close the achievement gap. After school tutorial allows certified teachers to deliver differentiated instruction to target individual student weaknesses without removing the student from his/her regular academic schedule during the school day.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

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

The tutorial teacher(s) collaborate with the classroom teachers to plan effective instruction for the struggling students. Classroom assessment data, Discovery Education Assessments, and SuccessMaker data is analyzed collaboratively. In addition, students take a pre-test prior to entering the tutorial program and a post-test at its completion.

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

All incoming Kindergarten students at Beach Elementary School are assessed using the FLKRS/ECHOS Discovery Education Assessment. This data will be used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Transition activities begin with Pre-K students interacting with Kindergarten students throughout the year as appropriate. These activities may include visits of Pre-K students to the K classroom, parental activities and orientation.

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

We host Junior Achievement for fifth grade students each spring. Business leaders from the community visit each of the fifth grade classrooms to provide experiences with job interviews, career readiness, and local industry awareness.
Mentors from local businesses and the area military bases partner with struggling students to provide them with academic support. These mentors share information about college and career readiness based on their profession.
Community business partners are invited to participate in SAC.

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

We currently do not offer technical education programs.

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

Career technology skills are integrated in core academic subjects and taught in the computer lab. Students in all grade levels learn basic coding skills.

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

Our school has implemented STEM at every grade level. There is a dedicated block of time for students to actively engage in science, technology, engineering and math activities. The emphasis on STEM will not only increase student knowledge in the subject areas, but will prepare them for post-secondary courses in science and mathematics.

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.   Increase student proficiency by building capacity of all stakeholders in rigorous and equitable instruction through Professional Learning Communities that focus on student achievement data to make instructional decisions.

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. Increase student proficiency by building capacity of all stakeholders in rigorous and equitable instruction through Professional Learning Communities that focus on student achievement data to make instructional decisions. `1a`

Targets Supported `1b`

🔍 G058844

Indicator	Annual Target
Math Gains	30.0
Math Lowest 25% Gains	50.0
ELA/Reading Gains	30.0
ELA/Reading Lowest 25% Gains	30.0
FCAT 2.0 Science Proficiency	30.0
FAA Writing Proficiency	30.0

Resources Available to Support the Goal `2`

- Supportive administration
- Literacy Coach
- Staff Training Specialists
- Instructional Coaches
- MTSS Process
- Common Planning Time
- Professional Development on Data Binders
- Math Coach
- Intervention Math Teacher

Targeted Barriers to Achieving the Goal `3`

- Alignment of asessment and instruction
- Using data to drive instruction
- Tardies and absences

Plan to Monitor Progress Toward G1. `8`

Create school wide student achievement goals for each nine weeks and monitor the progress toward meeting the goals.

Person Responsible
Glenda Nouskhajian

Schedule
Quarterly, from 8/12/2014 to 6/5/2015

Evidence of Completion
DEA, common assessments, and Dolphin Writes

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. Increase student proficiency by building capacity of all stakeholders in rigorous and equitable instruction through Professional Learning Communities that focus on student achievement data to make instructional decisions. 1

🔑 G058844

G1.B1 Alignment of asessment and instruction 2

🔑 B149807

G1.B1.S1 Implement monthly grade level PLCs that utilize protocols and focus on student data to create common assessments based on the standards. 4

🔑 S161674

Strategy Rationale

Active participation in grade level PLCs will ensure that students across the grade level are to the same expectation for mastery of standards. Teachers will use student learning data from aligned assessments to plan to make instructional and curriculum decisions.

Action Step 1 5

Provide professional development to teachers on collaborating as a PLC to create standards-based assessments.

Person Responsible

Glenda Nouskhajian

Schedule

Quarterly, from 9/8/2014 to 9/10/2014

Evidence of Completion

Evidence will be a copy of common assessments for math and the data tracking forms. Fidelity will be monitored as PLCs meet with administration to review classroom student achievement data on the common assessment using the classroom and grade level data tracking forms. The PLC will make decisions on grading, reteaching, and common assessments to guide instruction. The PLC will use the district pacing guide to ensure that instruction is paced to prepare students for FSA (in applicable grades).

Action Step 2 `5`

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Agendas and data analysis spreadsheets showing performance on common assessments.

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

Teachers will turn in grade level PLC meeting minutes and administration will follow-up with the facilitators at the monthly leadership team meetings.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Meeting minutes

G1.B1.S2 Create and implement vertical PLCs during faculty meetings utilizing protocols and focusing on school-wide and grade level student achievement data. 4

🔑 S161675

Strategy Rationale

Collaboration across grade levels, including special area and resource teachers, will ensure that students are receiving instruction that prepares them for the standards at the next grade level. This builds a culture of collective responsibility for the success of all students. Vertical PLCs will serve as the basis for long-term school improvement.

Action Step 1 5

Provide professional development to teachers on collaborating as a PLC to create standards-based assessments.

Person Responsible

Glenda Nouskhajian

Schedule

Quarterly, from 9/8/2014 to 9/10/2014

Evidence of Completion

Evidence will be a copy of common assessments for math and the data tracking forms. Fidelity will be monitored as PLCs meet with administration to review classroom student achievement data on the common assessment using the classroom and grade level data tracking forms. The PLC will make decisions on grading, reteaching, and common assessments to guide instruction. The PLC will use the district pacing guide to ensure that instruction is paced to prepare students for FSA (in applicable grades).

Action Step 2 5

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Agendas and data analysis spreadsheets showing performance on common assessments.

Action Step 3 `5`

Create six vertical PLCs that are comprised of teachers and include special area and guidance.

Person Responsible

Glenda Nouskhajian

Schedule

On 8/12/2014

Evidence of Completion

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

Teachers will reflect on the data with their vertical PLC and compile their findings to be examined by the leadership team.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Summary of their findings, meeting agendas

G1.B2 Using data to drive instruction 2

🔑 B149808

G1.B2.S1 Implement monthly grade level PLCs that utilize protocols and focus on student data to create common assessments based on the standards. 4

🔑 S161676

Strategy Rationale

Active participation in grade level PLCs will ensure that students across the grade level are to the same expectation for mastery of standards. Teachers will use student learning data from aligned assessments to plan to make instructional and curriculum decisions.

Action Step 1 5

Provide professional development to teachers on collaborating as a PLC to create standards-based assessments.

Person Responsible

Glenda Nouskhajian

Schedule

Quarterly, from 9/8/2014 to 9/10/2014

Evidence of Completion

Evidence will be a copy of common assessments for math and the data tracking forms. Fidelity will be monitored as PLCs meet with administration to review classroom student achievement data on the common assessment using the classroom and grade level data tracking forms. The PLC will make decisions on grading, reteaching, and common assessments to guide instruction. The PLC will use the district pacing guide to ensure that instruction is paced to prepare students for FSA (in applicable grades).

Action Step 2 5

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Agendas and data analysis spreadsheets showing performance on common assessments.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B2.S2 Create and implement vertical PLCs during faculty meetings utilizing protocols and focusing on school-wide and grade level student achievement data. `4`

🔧 S161677

Strategy Rationale

Collaboration across grade levels, including special area and resource teachers will ensure the use of results of assessments to improve individual student performance and the instructional program. This builds a culture of collective responsibility for the success of all students. Vertical PLCs will serve as the basis for long-term school improvement.

Action Step 1 `5`

Provide professional development to teachers on collaborating as a PLC to create standards-based assessments.

Person Responsible

Glenda Nouskhajian

Schedule

On 9/10/2014

Evidence of Completion

Evidence will be a copy of common assessments for math and the data tracking forms. Fidelity will be monitored as PLCs meet with administration to review classroom student achievement data on the common assessment using the classroom and grade level data tracking forms. The PLC will make decisions on grading, reteaching, and common assessments to guide instruction. The PLC will use the district pacing guide to ensure that instruction is paced to prepare students for FSA (in applicable grades).

Action Step 2 5

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction. [copy]

Person Responsible

Glenda Nouskhajian

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Agendas and data analysis spreadsheets showing performance on common assessments.

G1.B3 Tardies and absences 2

🔍 B149809

G1.B3.S1 Create a 30 minute Science Technology Engineering and Math block at the beginning of the instructional day. 4

🔍 S161678

Strategy Rationale

By providing engaging, hands-on learning experiences school-wide in the morning, students will want to be on time in order to participate.

Action Step 1 5

Create a master schedule that allows for a 30 minute block of time that is common for all grade levels across the school.

Person Responsible

Glenda Nouskhajian

Schedule

On 7/1/2014

Evidence of Completion

Master schedule that shows the STEM block.

Action Step 2 5

Provide ongoing professional development on STEM through weekly memos to teachers and at
faculty meetings.

Person Responsible

Glenda Nouskhajian

Schedule

On 6/5/2015

Evidence of Completion

Copy of memos and faculty meeting agendas.

Action Step 3 5

Schedule paraprofessional and ESE teacher support during the STEM block.

Person Responsible

Glenda Nouskhajian

Schedule

On 7/1/2014

Evidence of Completion

Completed paraprofessional and ESE schedule.

G1.B3.S2 Communicate attendance to students and parents and celebrate improvements in student attendance. 4

🔑 S161679

Strategy Rationale

By posting monthly attendance data outside the office and including data in our monthly newsletter to parents, we will emphasize the importance of regular, on-time student attendance.

Action Step 1 5

Create and update a graph of student attendance to be displayed outside the office.

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Graph of student attendance data.

Action Step 2 5

Include attendance data and celebrations in the monthly newsletter to parents. Inform parents about school initiatives (including new standards) in order to increase stakeholder buy-in.

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Copies of newsletters

Action Step 3 `5`

Celebrate improvements in student attendance on ITV and in the monthly newsletter to parents.

Person Responsible

Glenda Nouskhajian

Schedule

Biweekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Copies of the newsletters, ITV celebration log

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	Provide professional development to teachers on collaborating as a PLC to create standards-based assessments.	Nouskhajian, Glenda	9/8/2014	Evidence will be a copy of common assessments for math and the data tracking forms. Fidelity will be monitored as PLCs meet with administration to review classroom student achievement data on the common assessment using the classroom and grade level data tracking forms. The PLC will make decisions on grading, reteaching, and common assessments to guide instruction. The PLC will use the district pacing guide to ensure that instruction is paced to prepare students for FSA (in applicable grades).	9/10/2014 quarterly
G1.B1.S2.A1	Provide professional development to teachers on collaborating as a PLC to create standards-based assessments.	Nouskhajian, Glenda	9/8/2014	Evidence will be a copy of common assessments for math and the data tracking forms. Fidelity will be monitored as PLCs meet with administration to review classroom student achievement data on the common assessment using the classroom and grade level data tracking forms. The PLC will make decisions on grading, reteaching, and common assessments to guide instruction. The PLC will use the district pacing guide to ensure that instruction is paced to prepare students for FSA (in applicable grades).	9/10/2014 quarterly
G1.B2.S1.A1	Provide professional development to teachers on collaborating as a PLC to create standards-based assessments.	Nouskhajian, Glenda	9/8/2014	Evidence will be a copy of common assessments for math and the data tracking forms. Fidelity will be monitored as PLCs meet with administration to review classroom student achievement data on the common assessment using the classroom and grade level data tracking forms. The PLC will make decisions on grading, reteaching, and common assessments to guide	9/10/2014 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				instruction. The PLC will use the district pacing guide to ensure that instruction is paced to prepare students for FSA (in applicable grades).	
G1.B2.S2.A1	Provide professional development to teachers on collaborating as a PLC to create standards-based assessments.	Nouskhajian, Glenda	9/8/2014	Evidence will be a copy of common assessments for math and the data tracking forms. Fidelity will be monitored as PLCs meet with administration to review classroom student achievement data on the common assessment using the classroom and grade level data tracking forms. The PLC will make decisions on grading, reteaching, and common assessments to guide instruction. The PLC will use the district pacing guide to ensure that instruction is paced to prepare students for FSA (in applicable grades).	9/10/2014 one-time
G1.B3.S1.A1	Create a master schedule that allows for a 30 minute block of time that is common for all grade levels across the school.	Nouskhajian, Glenda	7/1/2014	Master schedule that shows the STEM block.	7/1/2014 one-time
G1.B3.S2.A1	Create and update a graph of student attendance to be displayed outside the office.	Reeder, Rebecca	8/12/2014	Graph of student attendance data.	6/5/2015 monthly
G1.B1.S1.A2	Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.	Nouskhajian, Glenda	8/12/2014	Agendas and data analysis spreadsheets showing performance on common assessments.	6/5/2015 monthly
G1.B1.S2.A2	Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.	Nouskhajian, Glenda	8/12/2014	Agendas and data analysis spreadsheets showing performance on common assessments.	6/5/2015 monthly
G1.B2.S1.A2	Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.	Nouskhajian, Glenda	8/12/2014	Agendas and data analysis spreadsheets showing performance on common assessments.	6/5/2015 monthly
G1.B2.S2.A2	Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction. [copy]	Nouskhajian, Glenda	8/12/2014	Agendas and data analysis spreadsheets showing performance on common assessments.	6/5/2015 monthly
G1.B3.S1.A2	Provide ongoing professional development on STEM through weekly memos to teachers and at faculty meetings.	Nouskhajian, Glenda	8/12/2014	Copy of memos and faculty meeting agendas.	6/5/2015 one-time
G1.B3.S2.A2	Include attendance data and celebrations in the monthly newsletter to parents. Inform parents about school initiatives (including new standards) in order to increase stakeholder buy-in.	Reeder, Rebecca	8/12/2014	Copies of newsletters	6/5/2015 monthly
G1.B1.S2.A3	Create six vertical PLCs that are comprised of teachers and include special area and guidance.	Nouskhajian, Glenda	8/12/2014		8/12/2014 one-time
G1.B3.S1.A3	Schedule paraprofessional and ESE teacher support during the STEM block.	Nouskhajian, Glenda	7/1/2014	Completed paraprofessional and ESE schedule.	7/1/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.A3	Celebrate improvements in student attendance on ITV and in the monthly newsletter to parents.	Nouskhajian, Glenda	8/12/2014	Copies of the newsletters, ITV celebration log	6/5/2015 biweekly
G1.MA1	Create school wide student achievement goals for each nine weeks and monitor the progress toward meeting the goals.	Nouskhajian, Glenda	8/12/2014	DEA, common assessments, and Dolphin Writes	6/5/2015 quarterly
G1.B1.S1.MA1	Teachers will turn in grade level PLC meeting minutes and administration will follow-up with the facilitators at the monthly leadership team meetings.	Nouskhajian, Glenda	8/12/2014	Meeting minutes	6/5/2015 monthly
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	Teachers will reflect on the data with their vertical PLC and compile their findings to be examined by the leadership team.	Nouskhajian, Glenda	8/12/2014	Summary of their findings, meeting agendas	6/5/2015 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 Opportuntities

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

G1. Increase student proficiency by building capacity of all stakeholders in rigorous and equitable instruction through Professional Learning Communities that focus on student achievement data to make instructional decisions.

G1.B1 Alignment of asessment and instruction

G1.B1.S1 Implement monthly grade level PLCs that utilize protocols and focus on student data to create common assessments based on the standards.

PD Opportunity 1

Provide professional development to teachers on collaborating as a PLC to create standards-based assessments.

Facilitator

Ashley French and administration

Participants

All teachers during a half-day planning session

Schedule

Quarterly, from 9/8/2014 to 9/10/2014

G1.B1.S2 Create and implement vertical PLCs during faculty meetings utilizing protocols and focusing on school-wide and grade level student achievement data.

PD Opportunity 1

Provide professional development to teachers on collaborating as a PLC to create standards-based assessments.

Facilitator

Ashley French and administration

Participants

All teachers during a half-day planning session

Schedule

Quarterly, from 9/8/2014 to 9/10/2014

G1.B2 Using data to drive instruction

G1.B2.S1 Implement monthly grade level PLCs that utilize protocols and focus on student data to create common assessments based on the standards.

PD Opportunity 1

Provide professional development to teachers on collaborating as a PLC to create standards-based assessments.

Facilitator

Ashley French and administration

Participants

All teachers during a half-day planning session

Schedule

Quarterly, from 9/8/2014 to 9/10/2014

G1.B2.S2 Create and implement vertical PLCs during faculty meetings utilizing protocols and focusing on school-wide and grade level student achievement data.

PD Opportunity 1

Provide professional development to teachers on collaborating as a PLC to create standards-based assessments.

Facilitator

Ashley French and administration

Participants

All teachers during a half-day planning session.

Schedule

On 9/10/2014

Technical Assistance Items

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

G1. Increase student proficiency by building capacity of all stakeholders in rigorous and equitable instruction through Professional Learning Communities that focus on student achievement data to make instructional decisions.

G1.B1 Alignment of asessment and instruction

G1.B1.S1 Implement monthly grade level PLCs that utilize protocols and focus on student data to create common assessments based on the standards.

PD Opportunity 1

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.

Facilitator

Glenda Nouskhajian, Rebecca Reeder, Laura Lay, Kathy Edwards, and the Janice Hensley.

Participants

All teachers

Schedule

Monthly, from 8/12/2014 to 6/5/2015

G1.B1.S2 Create and implement vertical PLCs during faculty meetings utilizing protocols and focusing on school-wide and grade level student achievement data.

PD Opportunity 1

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.

Facilitator

Glenda Nouskhajian, Rebecca Reeder, Laura Lay, Kathy Edwards, and Janice Hensley.

Participants

All teachers

Schedule

Monthly, from 8/12/2014 to 6/5/2015

G1.B2 Using data to drive instruction

G1.B2.S1 Implement monthly grade level PLCs that utilize protocols and focus on student data to create common assessments based on the standards.

PD Opportunity 1

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction.

Facilitator

Glenda Nouskhajian, Rebecca Reeder, Laura Lay, Kathy Edwards, and Janice Hensley.

Participants

All teachers

Schedule

Monthly, from 8/12/2014 to 6/5/2015

G1.B2.S2 Create and implement vertical PLCs during faculty meetings utilizing protocols and focusing on school-wide and grade level student achievement data.

PD Opportunity 1

Administration and/or resource teachers will meet with grade PLCs to facilitate discussions about data, creation of common assessments, and sustain the focus on rigorous and relevant student instruction. [copy]

Facilitator

Glenda Nouskhajian, Rebecca Reeder, Laura Lay, Ashley Battles, and the math coach (TBD).

Participants

All teachers

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: Increase student proficiency by building capacity of all stakeholders in rigorous and equitable instruction through Professional Learning Communities that focus on student achievement data to make instructional decisions.	1,040
Grand Total	**1,040**

Goal 1: Increase student proficiency by building capacity of all stakeholders in rigorous and equitable instruction through Professional Learning Communities that focus on student achievement data to make instructional decisions.		
Description	**Source**	**Total**
B1.S1.A1 - Half Day subs for teacher inservice on PLCs and common assessments. One half day per quarter.	Title I Part A	1,040
B1.S1.A1		0
B1.S2.A1 - Substitutes for 1 half day session each quarter	Title I Part A	0
B2.S1.A1 - Half Day subs for teacher inservice on PLCs and common assessments once per quarter	Title I Part A	0
B2.S2.A1 - Half day subs for teachers to plan common assessments each quarter.	Title I Part A	0
Total Goal 1		**1,040**