Escambia County School District

A. K. Suter Elementary School

2015-16 School Improvement Plan

A. K. Suter Elementary School

501 PICKENS AVE, Pensacola, FL 32503

www.escambia.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	47%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	30%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

The faculty, staff, families, and community of A.K. Suter Elementary unite to instill in our students a high
standard of academic excellence and responsible behavior that will prepare them to compete in a rapidly
changing and culturally diverse society.

Provide the school's vision statement

A.K. Suter Elementary School strives to be a complete educational experience for all students, a place where all children are nurtured, educated and loved.

School Environment

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

Cultural sensitivity training is provided to all of our staff by our school's ESE teachers, guidance counselor, school social worker and administrators. Students are encouraged to celebrate their culture in art projects, writings, music, and performance.

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

A.K. Suter provides a safe environment for all students. Staff are trained to recognize student needs and respond accordingly. Our guidance counselor and school psychologist provide professional development that teaches our staff to recognize a student who may need help.

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

A.K. Suter uses a Positive Behavior System. Students are rewarded daily for good behavior and good citizenship using our Dolphin Dollars. Weekly drawings are held on our school wide television program. Students whose names are drawn are recognized on our television program for their good citizenship and get to draw a prize from the school's treasure box.
Behavior expectations are posted throughout the school. All staff use the same terminologies when dealing with or discussing behaviors with students.

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

A.K. Suter Elementary has a full-time guidance counselor. The guidance counselor serves on our school's leadership team and provides on-going professional development to teachers.
Examples of staff training: Anti-Bullying, How to Recognize Bullying,Students Dealing and Coping with Divorce, and Students Dealing and Coping with Death.
A.K. Suter has an active mentoring program. Trinity Presbyterian Church provides weekly tutors for our 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

All level 1 students are immediately placed in our school's RTI process if they are not already in RTI. Students who miss 4 days in nine-weeks go through our attendance process. This involves parent meetings with administrators and school social worker to discuss ways of improving attendance and the importance of being in school everyday.

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	4	5	4	9	4	10	36
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	3	3	3	2	3	2	16
Level 1 on statewide assessment	2	2	0	3	0	5	12

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

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

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

Attendance meetings are held monthly with parents of students missing 3 or more days a month (unexecused).
Guidance services are offered to all students receiving referrals.
Behavior plans for individual students are developed as needed.
Mentors are placed with struggling students.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

A minimum of 60% of our parents will participate in a minimum of one school activity. During the 2014-2013 school year 55% of our parents participated in a school based activity.

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 administration team build partnerships and relationships with local businesses and partners. Meetings are held to discuss academic and behavior data as well as students' and teachers' needs for improving academic excellence.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Queen, Russell	Principal
Catithers, Caroline	Teacher, Adult
Harms, Jesse	Teacher, K-12
Holmes, Patricia	Teacher, K-12
Jones, Debra	Teacher, K-12
Low, Kelly	Teacher, K-12
Pate, Debbie	Teacher, K-12
Proshek, Amy	Guidance Counselor
Thomas, Dr. Kimberly	Assistant Principal

Duties

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

Russell Queen - Principal, Dr. Kimberly Thomas-Assistant Principal, Amy Proshek - Guidance Counselor and Kelly Low - School Psychologist; share a common vision to make sound decisions for students based on data; they ensure implementation of the RTI process, professional learning opportunities to keep teachers current with the RTI process and other best practices and instructional strategies, and communicate with parents about the school based 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

Each classroom teacher maintains ongoing student achievement records for Progress Monitoring. Students that are identified as deficient in meeting expectations (academic or behavior) are discussed at the team level to develop initial intervention strategies. These strategies are implemented and monitored at the classroom and team level. Students that continue to show deficiencies are discussed at the follow up RTI meetings where additional strategies of intervention are discussed and

an implementation plan continued. Data is reviewed monthly by the team.
A.K. Suter Elementary receives support through Federal, State, and local programs. Title I funds are used to provide substitute teachers for staff training and parent conferences. Title I funds also purchase a technology coordinator two (2) days a week.
Title I, Part C-Migrant:
Services for migrant children are provided by the district level Title I office. After thorough checking of the migrant student information exchange (MSIX)system and our local student data base, A.K. Suter does not have any students designated as migrant.
Title I, Part D:
Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen y the Title I office.
Title II:
Professional development is offered at both the school and district level.
Title III:
Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school were ESOL endorsed teachers provide services.
Title X - Homeless:
The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identifies as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the district Title I office. A.K. Suter has eight (8) students who fit the criteria for homeless.
SAI
SAI money is used to provide technology devices and software used for instruction. SAI money is also used to purchase supplementary curriculum for struggling students.
Violence Prevention Programs:
The school offers a non-violence and drug prevention program to all students that incorporates curriculum and counseling.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Russell F. Queen	Principal
Stacy Noeth	Parent
Simmi Taylor	Parent
Kimberly Weatherspoon	Parent
Angela Zapatka	Parent
Michael Tracey	Business/Community
Debbie Jones	Teacher
Aprile Cushon	Parent
Lacey Adair	Parent
Jessica Hellons-Poindexter	Parent
Dr. Kimberly Thomas	Principal

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 Advisory Council will review the school Improvement plan at the September 2015 meeting. All goals will be discussed.

Development of this school improvement plan

The SAC will meet a minimum of eight (8) times during the school year. The council will review the school budgets, school improvement plan, Title I Parent Involvement Plan, and other school related items.
After reviewing all pertinent data, the School Advisory Council helps with setting the goals for the school.

Preparation of the school's annual budget and plan

The School Advisory Council receives a detailed budget overview. The discussions on these issues are outlined during the February and March School Advisory Council meetings.

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

N/A

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Thomas, Dr. Kimberly	Assistant Principal
Catithers, Caroline	Teacher, K-12
Harms, Jesse	Teacher, K-12
Holmes, Patricia	Teacher, K-12
Jones, Debra	Teacher, K-12
Low, Kelly	Psychologist
Pate, Debbie	Teacher, K-12
Proshek, Amy	Guidance Counselor
Queen, Russell	Principal

Duties

Describe how the LLT promotes literacy within the school

Proper Implementation of the District adopted Reading Series, "Reading Wonders." Additionally, we will use word study as well as other Accelerated Reader and other reading activities to engage and motivate students to read. In conjunction with the Media Services, we will collaborate and work on monthly reading events.

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

Bi-monthly grade level meetings are held. The administrators also meet with team leaders monthly to discuss academic and behavioral concerns. The administrators respond to a written list of grade level questions or concerns at each meeting. The grade level leader works as the liaison between the grade level and district support.

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

The administrators assign consulting teacher to all first year teachers. Veteran Suter teachers are assigned as mentors to experienced teachers that are new to our school. The district's START teacher program is used with all beginning teachers.

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

New teachers are paired with a veteran teacher on their grade level. The teacher is able to answer questions and concerns of the beginning teacher. A beginning teacher inservice is held to answer campus specific questions. The new teacher meets weekly with their grade level.

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

All grade levels follow the district developed pacing guides for all tested subject areas. Periodic grade level reviews are conducted by the administrators to ensure fidelity to the pacing guides. We have identified key individuals to represent each subject area such as English Language Arts, Mathematics, Science, and Social Studies. These team leaders meet with district level staff monthly to discuss current trends and issues. After which, they disseminate the information to staff members.

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

Discovery Education assessments are used along with State assessments to determine differentiated instruction and remediation of students. All teachers use Triple I (III) to work with struggling students in all subject areas needed. Mentors and tutors are assigned to struggling students. These individuals meet weekly with students under the supervision of a classroom teacher or ERT to provide supplemental reading and math assistance.

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: 0

N/A

Strategy Rationale

Strategy Purpose(s)
""

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

N/A

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

A.K. Suter schedules an orientation for all students. Assistance is given to parents with all grade level registrations. We also assist families with transportation and child care options.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

☐1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase performance of students in the lower quartile on district assessments.

G2.   Increase the number of teachers implementing strategies for differentiated and small group instruction.

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 performance of students in the lower quartile on district assessments. 1a

G067410

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	75.0
ELA/Reading Gains District Assessment	75.0

Resources Available to Support the Goal 2

- District level curriculum specialist

- Professional development in Florida State Standards

- Professional development in differentiation instruction

Targeted Barriers to Achieving the Goal 3

- Teacher training (scheduling)

Plan to Monitor Progress Toward G1. 8

Discovery Education assessments, formative and summative assessments

Person Responsible
Russell Queen

Schedule
Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion
Sign-in sheets, administration observations, assessments

G2. Increase the number of teachers implementing strategies for differentiated and small group instruction.
`1a`

`G067411`

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	77.0

Resources Available to Support the Goal `2`

- FDLRS providing staff development
- ESE department
- Teacher leaders sharing ideas and strategies

Targeted Barriers to Achieving the Goal `3`

- Training schedule

Plan to Monitor Progress Toward G2. `8`

We will collect training agendas, review observation data, and monitor teachers' lesson plans.

Person Responsible
Russell Queen

Schedule
Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion
Teacher observations, Training agendas, Teachers' Lesson Plans.

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 performance of students in the lower quartile on district assessments. `1`

🔑 G067410

G1.B1 Teacher training (scheduling) `2`

🔑 B174535

G1.B1.S1 We will develop an in-service schedule, conduct classroom observations, review assessment results, and provide professional development in instructional practices. `4`

🔑 S185891

Strategy Rationale

The rationale for this strategy is due to teachers' concern with Florida State Standards and implementing standards with fidelity we will seek district specialists and our team leaders to provide on-going professional development with our teachers.

Action Step 1 `5`

We will develop an inservice schedule, provide professional development, conduct classroom observations, and review formative and summative assessments.

Person Responsible

Russell Queen

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

We will gather agendas, observation data, and assessments results to monitor progress.

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

The leadership team will meet at least once per month to monitor and discuss data. The information will be disseminated to all stakeholders.

Person Responsible

Russell Queen

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

The leadership team will monitor student assessment results both formative and summative in nature, as well as, teacher observation results.

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

We will use data points such as formative and summative assessments as well as teacher observation results.

Person Responsible

Russell Queen

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Assessment results

G2. Increase the number of teachers implementing strategies for differentiated and small group instruction. 1

G067411

G2.B1 Training schedule 2

B174538

G2.B1.S1 We will provide professional development for teachers and conduct model lessons in differentiated and small group instruction. Training has been scheduled through FDLRS to assist with this need. 4

S185892

Strategy Rationale

The purpose of this strategy is to show why and how small group instruction is implemented and how to differentiate instruction to meet individual student's needs.

Action Step 1 5

We will develop professional development for teachers on differentiated instruction and small group instruction.

Person Responsible

Russell Queen

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

The administrators will use agendas, handouts, observation data, and student data to document professional development.

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

We will monitor and provide feedback to teaches on lesson plans and student assessments. We will also conduct teacher observations and provide feedback conferences with teachers.

Person Responsible

Russell Queen

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Lesson Plans, Training Agendas, Student Assessment, Teacher observation data

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

We will review student assessment results, lesson plans, and teacher observation data to determine the implementation of differentiated instruction and small groups.

Person Responsible

Russell Queen

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Lesson Plans, Training Agendas, Student Assessments, Teacher Observation data

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	We will develop an inservice schedule, provide professional development, conduct classroom observations, and review formative and summative assessments.	Queen, Russell	8/17/2015	We will gather agendas, observation data, and assessments results to monitor progress.	5/27/2016 monthly
G2.B1.S1.A1	We will develop professional development for teachers on differentiated instruction and small group instruction.	Queen, Russell	8/17/2015	The administrators will use agendas, handouts, observation data, and student data to document professional development.	5/31/2016 monthly
G1.MA1	Discovery Education assessments, formative and summative assessments	Queen, Russell	8/17/2015	Sign-in sheets, administration observations, assessments	5/27/2016 monthly
G1.B1.S1.MA1	We will use data points such as formative and summative assessments as well as teacher observation results.	Queen, Russell	8/17/2015	Assessment results	5/31/2016 monthly
G1.B1.S1.MA1	The leadership team will meet at least once per month to monitor and discuss data. The information will be disseminated to all stakeholders.	Queen, Russell	8/17/2015	The leadership team will monitor student assessment results both formative and summative in nature, as well as, teacher observation results.	5/31/2016 monthly
G2.MA1	We will collect training agendas, review observation data, and monitor teachers' lesson plans.	Queen, Russell	8/17/2015	Teacher observations, Training agendas, Teachers' Lesson Plans.	5/31/2016 monthly
G2.B1.S1.MA1	We will review student assessment results, lesson plans, and teacher observation data to determine the implementation of differentiated instruction and small groups.	Queen, Russell	8/17/2015	Lesson Plans, Training Agendas, Student Assessments, Teacher Observation data	5/31/2016 monthly
G2.B1.S1.MA1	We will monitor and provide feedback to teaches on lesson plans and student assessments. We will also conduct teacher observations and provide feedback conferences with teachers.	Queen, Russell	8/17/2015	Lesson Plans, Training Agendas, Student Assessment, Teacher observation data	5/31/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase performance of students in the lower quartile on district assessments.

G1.B1 Teacher training (scheduling)

G1.B1.S1 We will develop an in-service schedule, conduct classroom observations, review assessment results, and provide professional development in instructional practices.

PD Opportunity 1

We will develop an inservice schedule, provide professional development, conduct classroom observations, and review formative and summative assessments.

Facilitator

Teacher leaders, curriculum specialists

Participants

Teachers, administrators, educational support staff

Schedule

Monthly, from 8/17/2015 to 5/27/2016

G2. Increase the number of teachers implementing strategies for differentiated and small group instruction.

G2.B1 Training schedule

G2.B1.S1 We will provide professional development for teachers and conduct model lessons in differentiated and small group instruction. Training has been scheduled through FDLRS to assist with this need.

PD Opportunity 1

We will develop professional development for teachers on differentiated instruction and small group instruction.

Facilitator

FLDRS Makeysa Rhymer

Participants

K-5th grade teachers, administrators

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	We will develop an inservice schedule, provide professional development, conduct classroom observations, and review formative and summative assessments.				$5,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	520-Textbooks	0501 - A. K. Suter Elementary School	Other	543.0	$1,300.00
	5100	692-Computer Software Non-Capitalized	0501 - A. K. Suter Elementary School	Other	543.0	$4,000.00
2	G2.B1.S1.A1	We will develop professional development for teachers on differentiated instruction and small group instruction.				$4,816.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0501 - A. K. Suter Elementary School	Title I Part A	543.0	$4,816.00
					Total:	$10,116.00