The School District of Palm Beach County

Westward Elementary School

2015-16 School Improvement Plan

Westward Elementary School

1101 GOLF AVE, West Palm Beach, FL 33401

www.edline.net/pages/westward_elementary

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	C	C

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 was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

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
Focus	5	[Gayle Sitter](#)
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Westward Elementary International Magnet School encourages the development of knowledgeable, principled, and caring citizens of their global community. The responsibility for the development of each child is shared by the home, school, and community.

Provide the school's vision statement

Westward elementary seeks to develop inquisitive lifelong learners who explore the world from a global perspective. We desire to create a safe and nurturing environment that promotes academic success and character development.

School Environment

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

Teachers utilize student profile sheets to learn more about their students backgrounds and cultures. The beginning of the school year provides opportunities for students share about themselves with their classmates and teachers. Various group builder exercises and Kagan strategies are utilized by teachers to accomplish this.
Additionally our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
•Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
•Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
•Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
•Schedule and plan school wide multicultural projects;
•Embed cultural activities within curriculum and daily course work as a part of our IB program and thematic units

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

The school will share during the first weeks of school the School wide behavioral expectations, the universal attention signal, and the universal guidelines that will shape the culture of the school to provide a safe and respectful environment. This is a part of our School wide Positive Behavior Support program. The school incorporates the Single School culture program addresses academics, behavior, and climate.
Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment

Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

Articulation of academic targets – unpacking of standards

Development of a data stream

Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)

Alignment of curriculum/instruction/assessment to standards

Sharing strategies for corrective instruction

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Single School Culture © for BEHAVIOR is a uniform set of practices and procedures that are aligned to a school's mission and goals. These practices and procedures are known and used by all staff to positively norm both student and adult actions. The goal of applying the Single School Culture © for BEHAVIOR process is to empower the staff to uniformly address behavior issues that in turn creates an ethos of fairness on a campus.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the "context" of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure.

In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include maintaining a community in school that:

Reduces risk factors for students and promotes positive factors

Recognizes and values the contributions of all: staff, students, and parents

Promotes an atmosphere that encourages positive relationships among all stakeholder groups

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

•The Westward Elementary Universal Guidelines and behavior matrix taught the first week of school in all classrooms and twice a year a Code of Conduct Assembly will be held to ensure students are aware of school expectations.

• Ensure teachers that are having challenges with classroom management are trained in Classroom management strategies such as CHAMPS, etc.

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

• Operational school based team will meet weekly to discuss students with barriers to academic and social success.

• A comprehensive school clubs program that provides opportunities for students to have social interactions after school based on their own interests.

• Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.

Exploring the development a mentoring program this year with local business partner - Northside Kiwanis

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
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts
A Level 1 score on the statewide, standardized assessments in Mathematics

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	15	12	10	16	11	21	85
One or more suspensions	4	4	14	19	24	45	110
Course failure in ELA or Math	20	43	40	48	69	56	276
Level 1 on statewide assessment	0	0	0	0	0	0	
Level 1 on statewide Math Assessment	0	0	0	0	0	0	

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	6	11	12	17	23	44	113

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

In order to improve the academic performance of student identified by the early warning system Westward Elementary will utilize:
• SAI- Supplemental Academic Instruction Support
• LLI- Level Literacy Intervention System
• Tutorials
• SBT
• Guidance Counselor referrals and conferences
• Student/ Teacher Data Chats
• Teacher/ Administrator Data Chats
• Community Resources (i.e. Parent Child Center, Multicultural Department)

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/207987.

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

Westward has a Magnet coordinator to promote and sustain partnerships with various organizations to assist with resources that will benefit students and the achievement efforts of the school. The resource person identifies organizations or persons in the community and share with them the mission and needs of the school. He will give various suggestions of how the organization may provide assistance that promote student achievement. Additionally if organization initiates a desire to assist the school, the Magnet Coordinator follows up with the interested party and helps to devise a plan of how assistance can be given.

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
Brooks, Bobbie	Principal
Parise, Victoria	Instructional Coach
Beneby, Bernadette	Instructional Coach
Bullard, April	Guidance Counselor
Hall, Kim	Teacher, ESE
Fagan, Pauline	Teacher, K-12
Duval, Nehemie	Instructional Coach
Thompson, Maureen	Teacher, K-12
McIntosh, Tambia	Teacher, K-12
Jelks-Cook, Jessica	Assistant Principal
Black, Nicole	Instructional Coach

Duties

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

Bobbie Brooks - Principal: Oversees all aspects of the school; Academic focus for grades K-5 Math and Science
Jessica Jelks-Cook: Assists Principal in overseeing all aspects of the school; Academic focus for grades K-5 Reading and Language Arts
Nehemie Duval - Instruction Support for Literacy (Coach): Provides instructional support for Literacy for grades 3-5
Tambia McIntosh - Instructional Support for Literacy providing instructional support for literacy for grades K-2

Maureen Thompson - Leveled Literacy Interventions professional development, organization, and implementation for K-5.

Victoria Parise - Math Coach: Provides instructional support for math for grades K-5

Bernadette Beneby - Magnet Coordinator: Provides Instructional support for the IB Magnet program, oversight of VPK registration and Business Partners & Volunteers Coordinator

April (Lowery) Bullard - Guidance Counselor: School Wide Positive Behavior Support Lead & School Based Team Leader

Kim Hall - ESE Contact: Oversees the Exceptional Student Education program.

Pauline (Nembhard) Fagan - ESOL Contact: Oversees the ESOL program

Nicole Black - Learning Team Facilitator

Each of these members works together to help make decisions for the academic achievement of students and cultivating a positive work climate. In addition, teachers collaborate with administrators in the analysis of assessment data and assist in instructional decision making through Learning Team Meetings.

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response to Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

*Problem Solving & Response to Intervention Project 2008

Members of the school based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY15 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

• FCAT scores and the lowest 25%

• AYP and subgroups

• strengthens and weaknesses of intensive programs

• mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

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

Meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on the information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier-1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred
to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings. Homeless students' academics and behavior are monitored to ensure school success. Interventions will be provided as needed using the SBT process.
* Problem Solving Model
The four steps of the Problem Solving Model are:
• Problem Identification entails identifying the problem and the desired behavior
for the student.
• Problem Analysis involves analyzing why the problem is occurring by collecting
data to determine possible causes of the identified problem.
• Intervention Design & Implementation involves selecting or developing
evidence based interventions based upon data previously collected. These
interventions are then implemented.
• Evaluating is also termed Response to Intervention. In this step, the
effectiveness of a student's or group of students' response to the implemented
intervention is evaluated and measured.
The problem solving process is self correcting, and, if necessary, recycles in order to
achieve the best outcomes for all students. This process is strongly supported by both
IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks
regardless of their status in general or special education.
*Problem Solving & Response to Intervention Project 2008
Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents and Monitoring SwPBS. We update our Action Plans during faculty meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and implementation of SwPBS programs such as our G.O.T.C.H.A behavior incentive program.
Title I, Part A-Improving the Academic Achievement of the Disadvantaged. Instruction based on proven educational models and provided by highly qualified teachers and paraprofessionals. Provide opportunities for parents through family involvement programs. At Westward, the Title I, Part A allocation is used to pay for resources and materials (personnel, supplies, tutorial, professional development, parent training refreshments, etc.) to support the purpose of Title I and the goals of the school's School Improvement Plan.
Supplemental Academic Instruction (SAI)-State categorical funding identified in Florida State Statute §1011.62 has been set aside to provide supplemental academic instruction to students in kindergarten through grade 5. In Palm Beach County, at the elementary level, these funds are used to provide one SAI teacher at each elementary school for the purpose of helping students progress successfully from grade to grade. Here at Westward Elementary our SAI teacher works with our low performing students in grades 3 and 4.
We collaborate with various agencies to assist with student needs such as Boys Town, Parent Child Center, and the Department of Children and Families to name a few. We also utilize services and agencies (First United Bank, Chick-Fil-A, Trinity United Methodist Church, City of West Palm Beach, etc. to promote business and community involvement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Camile Bunche	Business/Community
Donnell Parks	Parent
Victoria Parise	Teacher
Amber Cambridge	Parent
Bobbie Brooks	Principal
Bernadette Beneby-Coleman	Teacher
Denise Clark	Parent
Taryn Bridges	Parent
Jessy Cesar	Parent
Natasha Negron	Parent
Jean Esta	Education Support Employee

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

Each year the SAC reviews the School Improvement Plan from the previous year along with overseeing changes and modification being made for the current year.

Development of this school improvement plan

The SAC committee oversees the collaborative development of the plan along with giving the final approval. Continuous updates to the plan will be presented to the SAC for their input and approval.

Preparation of the school's annual budget and plan

The annual budget is reviewed with the SAC committee prior to requesting approval of the School Improvement Plan. As updates or modifications are made the SAC committee must vote to give approval of the changes.

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

There were no school improvement funds allocated last year. However the following guidelines would apply:
Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:
• School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
• Monies may be expended only on programs or projects selected by the School Advisory Council.
• Neither School District staff nor principals may override the recommendations of the School Advisory Council.
• The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent 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:

Name	Title
Thompson, Maureen	Teacher, K-12
McIntosh, Tambia	Instructional Coach
Duval, Nehemie	Instructional Coach
Brooks, Bobbie	Principal
Jelks-Cook, Jessica	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. The team includes a literacy leader from primary and intermediate grade levels, a reading coaches , SAI teacher, and administration. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Provision of coverage for collaboration among teachers and coached during school day.Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Grade levels will also have weekly planning meeting after student dismissal to review school climate concerns, teacher evaluation protocols, review student progress, and plan team activities

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

Receive recommendations from human resources staff, attend district sponsored job fairs, build a relationship with local colleges (education department), assign mentoring teachers to new educators, professional development course offerings, weekly grade level collaborative planning, coaching support and learning team meetings, participation in the Educator Support Program. Responsible persons: Principal and/or Assistant Principal.

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

The Educator Support Program (ESP), the program of support and induction for new educators, is designed to elicit evidence that a beginning teacher has demonstrated teaching competence that promotes student learning. The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

The goal of the ESP is to improve the initial teaching experience of newly hired educators thereby having a positive impact on student learning. This is accomplished by supporting the new educators in the development of instructional and other professional practices. The program components are designed to provide support to new educators as they master the criteria of the Florida Educator Accomplished Practices (FEAPs).

To assist in orienting ESP participants to the Marzano Observation and Evaluation System, ESP participants will be asked to complete a self-paced course titled Marzano and the Educator Support Program. This course will provide the participant with critical/helpful information for observations that school based administrators will be conducting when they visit the participant's classroom.

The mentors are experienced educators that are assigned to new teachers based on the grade level taught or the academic coaching support that they provide to the new educator.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with an additional 60 minute reading block (option for extended day)
•Creating a schedule with an uninterrupted 45-60 minute writing block
•Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data

•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on RRR levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction - upon teachers being trained with the LLI systems
•Providing Process and Strategy charts for reminders of teaching

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: After School Program

Minutes added to school year: 840

Provide targeted instruction for students in the lowest 25% for Math and Reading

Strategy Rationale

Extended time offered for Math for those student who need more assistance with numerical fluency and problem solving skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Parise, Victoria, victoria.parise@palmbeachschools.org

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

Students will take benchmark assessments that reflect the content that was taught. The tutorial will use student data from assessments given during the regular school day to guide the critical benchmarks that need to be addressed. Math fluency will also be a prominent focus for this population of students using resources such as TenMarks, FASST Math and/or V Math Live.

Strategy: Extended School Day

Minutes added to school year: 10,800

60 additional minutes of Literacy instruction each day to address gaps in learning for those below proficiency level and enrichment for those above the proficiency level.

Strategy Rationale

Greater targeted instruction for students who are below proficiency levels and enrichment for those achieving proficiency or higher

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Duval, Nehemie, nehemie.duval@palmbeachschools.org

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

Monitoring of Reading Running Records assessments and the assessment score for the units of study

Strategy: Weekend Program

Minutes added to school year: 1,080

Provide targeted instruction for students who are predicted as high level 2's and/or low level 3's

Strategy Rationale

Providing extra support to move students above the proficiency score who are close but not quite there yet.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Duval, Nehemie, nehemie.duval@palmbeachschools.org

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

Students will take benchmark assessments that reflect the content that was taught. The tutorial will use student data from assessments given during the regular school day to guide the critical benchmarks that need to be addressed.

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

Invite family members of older elementary school students to participate in discussion groups that will provide the families of prekindergarten students with insight into how to prepare the children for school, including ways that families can support classroom instruction.

Have a classroom visit day for parents and students prior to enrollment in order to gain experience as to what the school day is like.

Create a welcome packet to distribute during a parent orientation/open house (Kindergarten Round Up) in the spring before transitioning to Kindergarten, which includes information about our kindergarten program and literature on how to prepare their child for the upcoming school year. A tour of the school and a Kindergarten classroom will also be given along with the expected outcomes of the completion of the Kindergarten program.

Meet with local preschool programs to discuss readiness for transitioning students.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

NA

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

NA

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

NA

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

NA

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.

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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. If we Increase effective standards based rigorous instruction then student's academic achievement will increase.

G2. If we increase a positive school-wide culture and morale through meeting the social-emotional needs of all stakeholders then an environment will be developed that leads to greater academic achievement.

Strategic Goals Detail

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

G1. If we Increase effective standards based rigorous instruction then student's academic achievement will increase. `1a`

🔑 G069889

Targets Supported `1b`

Indicator	Annual Target
Math Gains	65.0
Math Lowest 25% Gains	60.0
FSA Mathematics - Achievement	50.0
FSA English Language Arts - Achievement	50.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal `2`

- Reading Online Programs (Learning A to Z, iReady and/or Reading Plus)

- Reading Coach

- Reading Resource Teachers

- Math Coach

- Math Resource Teacher

- Performance Matters Assessment System

- Student Response Systems - Clickers

- IB Magnet Coordinator

- Math Online Program (V-Math, TenMarks and/or Reflex Math)

- Khan Academy

- Think Central- Science, Math

- Common Planning Time

- Planning Guides

- Question Stems

- Webbs Depth of Knowledge

- IB Structures

- iReady

- Learning Team Meetings

Targeted Barriers to Achieving the Goal `3`

- Unfamiliarity with the New Florida Standards and with teaching higher order thinking,

- Students lacking adequate time for small group instruction.

- Parents needing assistance in supporting students

Plan to Monitor Progress Toward G1. `8`

SBLT will monitor Diagnostic Assessments, Running Reading Records, LLI dta on EDW, FAIR, TenMarks & iReady data

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 9/7/2015 to 5/20/2016

Evidence of Completion

Reviewing standardized assessments, reading running records, FAIR testing throughout the year, APTT growth data, iObservation data

G2. If we increase a positive school-wide culture and morale through meeting the social-emotional needs of all stakeholders then an environment will be developed that leads to greater academic achievement. 1a

🔑 G069890

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	68.0
Attendance Below 90%	6.0
One or More Suspensions	15.0
Math Gains	65.0
AMO Math - All Students	62.0
AMO Reading - All Students	63.0
FCAT 2.0 Science Proficiency	43.0

Resources Available to Support the Goal 2

- Business partnerships
- Socialization
- School-wide Positive Behavior Support
- Community Involvement
- Volunteers
- Team work/ Collaboration
- Hospitality Committee
- Staff Recognition
- Positive past experience

Targeted Barriers to Achieving the Goal 3

- Student Conduct

Plan to Monitor Progress Toward G2. 8

Climate Survey (safe schools) and Stakeholder Survey (pre, specified check points and post)

Person Responsible

April Bullard

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Stakeholder survey feedback results; Climate survey results (safe schools); Increase in community involvement and business partners

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. If we Increase effective standards based rigorous instruction then student's academic achievement will increase. 1

🔑 G069889

G1.B1 Unfamiliarity with the New Florida Standards and with teaching higher order thinking, 2

🔑 B181875

G1.B1.S1 Unpacking standards, and developing learning goals and scales based on the standards will help familiarize teachers with the standards and assist in the development of higher order thinking. 4

🔑 S193498

Strategy Rationale

Teachers become familiar with the standards and units of inquiry. This will encourage the pedagogy and higher order questions needed to deepen our students knowledge and critical thinking. Further, these practices will differentiate instruction to meet the diverse needs of the student population.

Action Step 1 5

The learning team facilitators will lead and model the initial unpacking of the Florida Standards and the development of learning goals and scales.

Person Responsible

Nicole Black

Schedule

Weekly, from 9/8/2015 to 11/13/2015

Evidence of Completion

Coaching Logs and LTM notes

Action Step 2 `5`

The LTF will use the gradual release model to facilitate the unpacking of standards and the development of learning goals & scales and have teachers take responsibility of doing the work with guidance and prompting.

Person Responsible

Nicole Black

Schedule

Weekly, from 11/16/2015 to 5/20/2016

Evidence of Completion

Agendas, sign in sheets, minutes

Action Step 3 `5`

The Learning team facilitator will model for the instructional coaches best practices for using learning goals and scales during instruction.

Person Responsible

Nicole Black

Schedule

On 10/9/2015

Evidence of Completion

Agenda and sign in sheets

Action Step 4 `5`

The LTF and Instructional Coaches will model the use of learning goals and scales with teachers using model classrooms

Person Responsible

Nicole Black

Schedule

Biweekly, from 10/5/2015 to 4/29/2016

Evidence of Completion

Agenda from learning walks or Lesson studies; Coaches Logs

Action Step 5 [5]

Administration and Instructional coaches will monitor the effective use of goals and scales in the classroom using Marzano observation rubric and learning walks look fors

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 10/12/2015 to 5/20/2016

Evidence of Completion

Instructional walks look fors sheet, iObservation

Action Step 6 [5]

Instructional Coaches and LTF will support teachers who are who are still having difficulty by modeling , co-teaching, and observing with feedback

Person Responsible

Nicole Black

Schedule

Biweekly, from 10/19/2015 to 5/20/2016

Evidence of Completion

Coaches Logs, Observation sheets, Reflection sheets

Action Step 7 [5]

LTF and Instructional coaches will work in teachers in the development and planning of higher order questions for instruction and making connections with Marzano DQ3 & 4

Person Responsible

Nicole Black

Schedule

Weekly, from 11/20/2015 to 5/20/2016

Evidence of Completion

LTM Agendas & Notes

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

Support staff will provide documents on a monthly basis.

Person Responsible

Maureen Thompson

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Agendas, Lesson Plans, Coaches Meeting, Coaching Logs, Professional Development training, LTM notes

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

Reflection Templates for Instructional Coaches

Person Responsible

Bobbie Brooks

Schedule

Monthly, from 9/23/2015 to 5/18/2016

Evidence of Completion

Reflections on coaching logs, schedules

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

Monitor School Data 3rd through 5th Grade for Math; Split K-2

Person Responsible

Bobbie Brooks

Schedule

Monthly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Classroom Walk Through, Observations, Student Work, School Data, FAIR Testing

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

Monitor School Data for 3rd - 5th grade for Reading; Split K-2

Person Responsible

Jessica Jelks-Cook

Schedule

Monthly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Classroom Walk Through, Observations, Student Work, School Data, FAIR Testing

G1.B1.S2 Develop a plan to monitor the implementation of teacher professional development of standards based instruction into ongoing instructional practices. `4`

🔍 S193499

Strategy Rationale

Teachers applying their professional development activities for standards based instruction into the classroom will result in increased student achievement.

Action Step 1 `5`

The SBLT will inventory all the professional learning opportunities that teachers have received. (i.e. RRR 1 and 2; Small Group D.I.; Vocabulary Instruction; LLi; Writing; Cohort trainings; Area 4 - Literacy & Math Weekly Common Planning Sessions by grade level).

Person Responsible

Bobbie Brooks

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Reports from Curriculum department; TDEs/Agendas; Sign In sheets for Math Common Planning

Action Step 2 `5`

The SBLT will collect details on the application and expected outcomes for all professional learning that teachers have received.

Person Responsible

Nehemie Duval

Schedule

Monthly, from 9/15/2014 to 5/20/2016

Evidence of Completion

Agendas, Summary notes

Action Step 3 `5`

The SBLT, Area/Curriculum/Transformation Teams will develop "look fors" checklist/tools on the application and expected outcomes for all professional learning that teachers have received.

Person Responsible

Victoria Parise

Schedule

Biweekly, from 9/21/2015 to 5/13/2016

Evidence of Completion

"Look fors" for Reading, Math, Science, and Writing; Assistance from Transformation and Area 4 specialists

Action Step 4 `5`

The SBLT will meet with teachers to share "look fors" checklists/tools to ensure that teachers have an understanding of the application and expected outcomes of their professional learning to classroom practice. i.e., "PD in Practice."

Person Responsible

Victoria Parise

Schedule

Biweekly, from 9/8/2015 to 5/13/2016

Evidence of Completion

Common planning agendas & minutes

Action Step 5 `5`

The SBLT/Area/Transformation Teams will develop a plan to monitor the application and expected outcomes of the teachers' professional learning experiences to classroom application. i.e., "PD in Practice."

Person Responsible

Tambia McIntosh

Schedule

Biweekly, from 10/28/2015 to 5/18/2016

Evidence of Completion

Observation schedules, iObservation data, Learning walks with checklist

Action Step 6 `5`

The SBLT/Area/Transformation will monitor and collect data about the implementation of the teachers' professional learning (PD) in classroom application (practice) through classroom walkthroughs, informal observations, formal observations and student work samples.

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 10/28/2015 to 5/18/2016

Evidence of Completion

iObservation data from walkthroughs & look fors

Action Step 7 `5`

The SBLT will provide feedback to all teachers on the application of their professional learning to instructional practices within the classroom.

Person Responsible

Jessica Jelks-Cook

Schedule

Biweekly, from 9/21/2015 to 5/13/2016

Evidence of Completion

iObservation feedback; Coaches feedback

Action Step 8 `5`

Based on the data collected from classroom walkthroughs and formal observations, Academic Coaches will develop a support plan for teachers using the Coaching Continnuum.

Person Responsible

Nehemie Duval

Schedule

Biweekly, from 10/7/2015 to 5/18/2016

Evidence of Completion

Look For sheets and feedback forms

Action Step 9 `5`

The SBLT/Area/Transformation Teams will monitor the effectiveness of the Academic Coaches support through follow-up classroom walkthroughs, informal observations, and formal observations.

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 11/11/2015 to 5/25/2016

Evidence of Completion

Data Chat Notes; Assessment Data; Observation data

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

SBLT will confirm Actions are completed and evidence is gathered

Person Responsible

Nehemie Duval

Schedule

Monthly, from 9/21/2015 to 5/13/2016

Evidence of Completion

Notebook containing - Feedback forms, iObservation data, Look fors, Training lists, Training Summaries

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

Administration will monitor the iObservation data of the seven elements of rigorous instruction

Person Responsible

Bobbie Brooks

Schedule

Monthly, from 10/30/2015 to 5/20/2016

Evidence of Completion

iObservation data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

SBLT will monitor student assessment results

Person Responsible

Bobbie Brooks

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

Student Assessment results, iObservation data

G1.B1.S3 Develop teacher's knowledge and application of effectively using data to plan and implement effective standards based differentiated instruction. 4

S193500

Strategy Rationale

Training of teachers in using data that is followed up with effective standards based instruction that is differentiated in the classrooms will increase student achievement.

Action Step 1 5

SBLT will identify assessments that will be analyzed for determining instructional strategies and focus. (iReady diagnostics, TenMarks diagnostic, Florida Standards Quizzes (FSQ), and Unit Summative Assessments (USA), FAIR, Running Reading Records (RRR)

Person Responsible

Nehemie Duval

Schedule

On 9/11/2015

Evidence of Completion

Testing calendar

Action Step 2 5

The Instructional Coaches & LTF will train teachers how to pull their data reports from Performance Matters

Person Responsible

Nicole Black

Schedule

Daily, from 10/12/2015 to 10/23/2015

Evidence of Completion

LTM agendas, sign in sheets, and notes

Action Step 3 5

The Instructional Coaches & LTF will lead the development of Google Drive folders by grade levels to have electronic copies of data stored in a central location.

Person Responsible

Nicole Black

Schedule

On 9/14/2015

Evidence of Completion

Google Shared folders

Action Step 4 5

The Instructional Coaches & LTF will analyze data with teachers and train them how to develop plans for effective differentiated instruction based on the data.

Person Responsible

Nicole Black

Schedule

Weekly, from 9/8/2015 to 5/20/2016

Evidence of Completion

LTM agendas and minutes

Action Step 5 5

The Instructional Coaches & LTF will model for teachers how to deliver effective differentiated instruction based on student data

Person Responsible

Tambia McIntosh

Schedule

Weekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Coaches Logs

Action Step 6 5

Students will use an online reading program such as Learning A to Z, IReady for assisting in differentiating instruction.

Person Responsible

Nehemie Duval

Schedule

Daily, from 9/15/2015 to 5/27/2016

Evidence of Completion

Teacher class reports that monitor student progress, Usage reports, Lesson Plans

Action Step 7 5

Students will use an online math fluency program such as TenMarks, Kahn Academy, or iReady for assisting in differentiating instruction.

Person Responsible

Victoria Parise

Schedule

Weekly, from 10/6/2014 to 5/22/2015

Evidence of Completion

Teacher class reports that monitor student progress, usage reports & lesson plans

Action Step 8 5

The Instructional Coaches & LTF will attempt to orchestrate the alignment of the training/planning being done the LTM with the grade level team planning meetings and make efforts to communicate for the alignment of the Area 4 common planning meetings.

Person Responsible

Nicole Black

Schedule

On 5/20/2016

Evidence of Completion

Area 4 E-Common Planning documents, LTM notes and agendas, Team Planning minutes and agendas

Action Step 9 `5`

The teachers will utilize Leveled Literacy Intervention (LLI) by Fountas & Pennell as a research based intervention programs

Person Responsible

Maureen Thompson

Schedule

Daily, from 9/8/2015 to 5/20/2016

Evidence of Completion

LLI Planning and tracking sheets, EDW for LLI, LLI Google spreadsheet listing groups and instructors

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Collection documentation in Notebook

Person Responsible

Nehemie Duval

Schedule

Biweekly, from 9/15/2015 to 5/20/2016

Evidence of Completion

Notebook documenting the LTMs, Coaches Logs, Learning Walks Checklist, SBLT Meeting Agendas & notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Review and reflect the usage of the program

Person Responsible

Jessica Jelks-Cook

Schedule

Biweekly, from 9/28/2015 to 5/26/2016

Evidence of Completion

Usage reports for students, Lab schedules

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Reflection Document

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 9/23/2015 to 5/20/2016

Evidence of Completion

Reflection from Coaches Meetings

G1.B1.S4 Develop an ongoing, job-embedded professional development structure to foster the teachers' understanding of the rigor of the standards and higher order questions as a continual learning process. 4

S193501

Strategy Rationale

Ongoing sustained professional development at the work site will build teacher capacity to understand and instruct standards based instruction

Action Step 1 5

The School Based Leadership Team (SBLT) will review the current schedules (instructional leadership support, LTMs weekly, team meetings/school-based common plannings) and make the necessary adjustments to the schedule to meet the needs of the job-embedded professional development structured.

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 10/21/2015 to 11/4/2015

Evidence of Completion

Structured Planning template, LTM and team planning schedules

Action Step 2 `5`

The SBLT will structure school-based common planning (team meeting) times and develop school-wide expectations and outcomes for the team meetings/common plannings.

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 10/14/2015 to 10/28/2015

Evidence of Completion

Structured Team planning document

Action Step 3 `5`

The SBLT will determine the professional development needs of the leadership team and the teachers on rigorous and higher order questions.

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 10/21/2015 to 5/18/2016

Evidence of Completion

SBLT Meeting notes & agenda

Action Step 4 `5`

The SBLT will plan and implement continous job-embedded professional development based on on-going needs of rigor and higher order questions.

Person Responsible

Victoria Parise

Schedule

Biweekly, from 11/4/2015 to 5/18/2016

Evidence of Completion

SBLT Meeting notes & agenda, Coaching logs

Action Step 5 `5`

LTM notes, Team planning minutes/agenda, Marzano Elements

Person Responsible

Nehemie Duval

Schedule

Weekly, from 9/23/2015 to 5/18/2016

Evidence of Completion

Action Step 6 `5`

The Instructional Coaches and Learning Team Facilitator will continuously develop a common language and common vision for reliability for all professional development provided to teachers.

Person Responsible

Tambia McIntosh

Schedule

Biweekly, from 9/23/2015 to 5/18/2016

Evidence of Completion

Coaches Mtg. Agemda/Notes; Marzano Teaching Map Usage

Action Step 7 `5`

The Instructional Coaches and LTF will select teachers and will plan with the selected teachers to implement any instructional techniques and/or instructional strategies from professional developments as an observation classroom/s.

Person Responsible

Nehemie Duval

Schedule

Biweekly, from 9/23/2015 to 5/18/2016

Evidence of Completion

Coaches Mtg. Agemda/Notes

Action Step 8 `5`

The Instructional Coaches and LTF will review, update and share with teachers focused look-fors to use during learning walks of the observation classroom/s.

Person Responsible

Nehemie Duval

Schedule

Biweekly, from 10/28/2015 to 5/18/2016

Evidence of Completion

Coaches Mtg. Agemda/Notes; LTM notes

Action Step 9 `5`

Teachers will conduct learning walks in the observation classroom/s looking for evidence based upon the focused look-fors.

Person Responsible

Nicole Black

Schedule

Every 2 Months, from 11/18/2015 to 5/18/2016

Evidence of Completion

Completed Learning walk checklists

Action Step 10 `5`

The SBLT and teachers will debrief the learning walks at the follow-up Learning Team Meeting as part of a cycle of continous improvement.

Person Responsible

Nicole Black

Schedule

Every 2 Months, from 11/23/2015 to 5/20/2016

Evidence of Completion

LTM Notes/Agenda

Action Step 11 `5`

The SBLT will conduct learning walks and focused classroom walkthroughs to determine the implementation of professional developments provided as part of a cycle of continuous improvement.

Person Responsible

Jessica Jelks-Cook

Schedule

Weekly, from 11/30/2015 to 5/27/2016

Evidence of Completion

Leraning Walks, iObservation data

Action Step 12 `5`

The SBLT will conduct learning walks and focused classroom walkthroughs to determine the implementation of professional developments provided as part of a cycle of continuous improvement.

Person Responsible

Nicole Black

Schedule

Every 2 Months, from 12/7/2015 to 5/20/2016

Evidence of Completion

Completed Learning walk checklists, SBLT Meeting Notes/Agenda

Action Step 13 `5`

Administration will provide continuous feedback to teachers and instructional coaches based on data from learning walks and focused classroom walkthroughs as part of a cycle of continuous improvement.

Person Responsible

Bobbie Brooks

Schedule

Monthly, from 1/11/2016 to 5/20/2016

Evidence of Completion

iObservation data

Action Step 14 5

Instructional Coaches and LTF will provide tiered support to teachers as part of a cycle of continuous improvement.

Person Responsible

Nehemie Duval

Schedule

Weekly, from 9/23/2015 to 5/20/2016

Evidence of Completion

Coaching logs, LTM notes,

Action Step 15 5

Administration will monitor the support of the Instructional Coaches and LTF provided to teachers as part of a cycle of continuous improvement.

Person Responsible

Jessica Jelks-Cook

Schedule

Biweekly, from 9/23/2015 to 5/20/2016

Evidence of Completion

Coaching logs, LTM notes, Action Plans (filed by coaches)

Action Step 16 5

The SBLT will celebrate ongoing teacher and student success as evidenced from the implementation of outcomes from professional development as part of a continuous improvement cycle.

Person Responsible

Bobbie Brooks

Schedule

Evidence of Completion

Emails, Principals weekly newsletter

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Confirm actions are completed and evidence is gathered

Person Responsible

Jessica Jelks-Cook

Schedule

Monthly, from 10/21/2015 to 5/18/2016

Evidence of Completion

SBLT meeting agenda/notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Reviewing Students Assessment results

Person Responsible

Bobbie Brooks

Schedule

Every 6 Weeks, from 11/18/2015 to 5/20/2016

Evidence of Completion

Completion of Principal's reflection template

G1.B8 Students lacking adequate time for small group instruction. [2]

G1.B8.S1 Use personnel to provide small group instruction for students during school day and extended learning opportunities [4]

Strategy Rationale

Students are grouped based on their achievement levels and receive targeted instruction based on their needs

Action Step 1 [5]

Reading resource teacher will provide small group differentiated instruction for students who are performing significantly below grade level.

Person Responsible

Tambia McIntosh

Schedule

Daily, from 9/8/2015 to 5/20/2016

Evidence of Completion

Teacher roster and schedule; Teachers log, sample lesson plans

Action Step 2 [5]

Math resource teacher and out of system tutor will provide small group differentiated instruction for students who performing just under grade level.

Person Responsible

Victoria Parise

Schedule

Weekly, from 1/25/2016 to 4/1/2016

Evidence of Completion

Log sheets; Observations; Assessment data

Action Step 3 `5`

After school Math and Reading tutorials will be provided to assist students identified as at academic risk.

Person Responsible

Victoria Parise

Schedule

Weekly, from 1/19/2015 to 3/27/2015

Evidence of Completion

Student and teacher sign in sheets; Pre & Post Assessment data; Lesson Plans

Action Step 4 `5`

Saturday Tutorials for Math & Reading

Person Responsible

Nehemie Duval

Schedule

Weekly, from 1/31/2015 to 3/28/2015

Evidence of Completion

Student and teacher sign in sheets; Pre & Post Assessment data; Lesson Plans

Action Step 5 `5`

Online Reading & Math subscriptions will provide students more opportunities to reinforce classroom skills through differentiated instruction.

Person Responsible

Jessica Jelks-Cook

Schedule

Weekly, from 9/15/2015 to 5/27/2016

Evidence of Completion

Usage Reports

Action Step 6 5

Summer Tutorial for K-2 at risk students

Person Responsible

Tambia McIntosh

Schedule

Daily, from 6/6/2016 to 6/30/2016

Evidence of Completion

Student attendance sheets, Lesson plans, teacher time sheets

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Teaching Schedules & Logs

Person Responsible

Maureen Thompson

Schedule

Biweekly, from 9/28/2015 to 5/20/2016

Evidence of Completion

Teaching Schedules & Logs

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Tracking of student progression

Person Responsible

Tambia McIntosh

Schedule

Biweekly, from 9/15/2015 to 5/20/2016

Evidence of Completion

Student Progression data

G1.B11 Parents needing assistance in supporting students 2

B181885

G1.B11.S1 The school will build mutual relationships with families to develop strategies and plan of actions to increase student achievement in all content areas by June 2016 4

S193504

Strategy Rationale

Enlisting parents and community to support learning in the home as an extension of the school day

Action Step 1 5

Implement APTT to provide strategies focused parent training along with other Parent trainings

Person Responsible

Tambia McIntosh

Schedule

Triannually, from 7/1/2015 to 6/3/2016

Evidence of Completion

Sign in sheets, invitations, agendas, powerpoints

Action Step 2 5

Provide timely communication with parents regarding assignments, activities and behavior

Person Responsible

Bernadette Beneby

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Purchase order, samples of communications in agenda

Action Step 3 `5`

Part time parent liaison will work to build relationship with the community

Person Responsible

Bernadette Beneby

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Time sheet, Agenda and sign in from meetings

Plan to Monitor Fidelity of Implementation of G1.B11.S1 `6`

Administration will review and monitor Family involvement activities

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 10/7/2015 to 5/25/2016

Evidence of Completion

SBLT meeting agendas and minutes, feedback from APTT meetings

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 `7`

Monitor the progress of students whose parents attend trainings

Person Responsible

Tambia McIntosh

Schedule

Triannually, from 1/20/2016 to 6/2/2016

Evidence of Completion

APTT data for students achieving academic goals

G2. If we increase a positive school-wide culture and morale through meeting the social-emotional needs of all stakeholders then an environment will be developed that leads to greater academic achievement. 1

G069890

G2.B9 Student Conduct 2

B181894

G2.B9.S1 Implement and promote the Schoolwide Positive Behavior support program and enforce the established student code of conduct using the CHAMPS program 4

S193506

Strategy Rationale

Promoting and recognizing positive behaviors of students will result in greater compliance to the student code of conduct. Additionally having a school wide approach and structure to classroom management will provide clearer expectation and greater consistency for positive behaviors

Action Step 1 5

The Guidance Counselor and Administration will conduct a School Wide Positive Behavior (SwPBS) support assembly for students at all grade levels

Person Responsible

April Bullard

Schedule

Semiannually, from 8/28/2015 to 1/29/2016

Evidence of Completion

Code of Conduct Agenda

Action Step 2 5

The School Wide Behavior Support team and classroom will implement the GOTCHA program that recognizes and rewards students on a weekly basis for positive behaviors

Person Responsible

April Bullard

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Weekly Gotcha spreadsheets

Action Step 3 `5`

Safe Schools coach provide ongoing professional development on implementing CHAMPS classroom management program.

Person Responsible

Bobbie Brooks

Schedule

Monthly, from 8/11/2015 to 1/29/2016

Evidence of Completion

Agendas for Pre-school, PDD, and Elementary In-service days

Action Step 4 `5`

Administration will review teachers classroom management plans and offer more intense professional development for those struggling with classroom management

Person Responsible

Jessica Jelks-Cook

Schedule

On 1/29/2016

Evidence of Completion

Copies of classroom management plan, Google monitoring sheet, Classroom management PD agendas

Action Step 5 `5`

Administration will create varying levels of consequences for student non compliance

Person Responsible

Bobbie Brooks

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Afterschool Detention slips, Saturday detention sign in sheets, Behavior Intervention forms

Action Step 6 5

The SwPBS team will meet monthly to review discipline data and and review the effectiveness of the SwPBS program.

Person Responsible

April Bullard

Schedule

Monthly, from 10/15/2015 to 5/19/2016

Evidence of Completion

Minutes and Agendas from SwPBS Meetings

Action Step 7 5

The SwPBS team will conduct periodic meetings with staff to review the Major vs Minors rubric to allow teacher to give input on the various levels of interventions and consequences for student infractions.

Person Responsible

April Bullard

Schedule

Triannually, from 8/14/2015 to 3/25/2016

Evidence of Completion

Agenda, Major vs Minor document

Action Step 8 5

Administration meeting with grade level team to discuss discipline concerns and hearing suggestions from the teams for solutions

Person Responsible

Bobbie Brooks

Schedule

Monthly, from 10/12/2015 to 5/20/2016

Evidence of Completion

Team Meeting Minutes

Plan to Monitor Fidelity of Implementation of G2.B9.S1 `6`

Administration looking for CHAMPS posters and structures during classroom visits

> **Person Responsible**
>
> Jessica Jelks-Cook
>
> **Schedule**
>
> Monthly, from 10/16/2014 to 5/12/2016
>
> ***Evidence of Completion***
>
> iObservation, Walkthrough Checklists

Plan to Monitor Fidelity of Implementation of G2.B9.S1 `6`

Review teacher data of those submitting names for the positive behavior program

> **Person Responsible**
>
> Bobbie Brooks
>
> **Schedule**
>
> Weekly, from 9/20/2015 to 5/29/2016
>
> ***Evidence of Completion***
>
> Weekly data shared on Principal's Page (Weekly bulletin for teachers & staff)

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 `7`

The SwPBS team will review of effectiveness of the SwPBS program at monthly meetings

> **Person Responsible**
>
> April Bullard
>
> **Schedule**
>
> Monthly, from 10/15/2015 to 5/12/2016
>
> ***Evidence of Completion***
>
> EDW Discipline Dashboard data, Early Warning Systems data, SwPBS pre & post survey

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	The learning team facilitators will lead and model the initial unpacking of the Florida Standards and the development of learning goals and scales.	Black, Nicole	9/8/2015	Coaching Logs and LTM notes	11/13/2015 weekly
G1.B1.S2.A1	The SBLT will inventory all the professional learning opportunities that teachers have received. (i.e. RRR 1 and 2; Small Group D.I.; Vocabulary Instruction; LLi; Writing; Cohort trainings; Area 4 - Literacy & Math Weekly Common Planning Sessions by grade level).	Brooks, Bobbie	9/7/2015	Reports from Curriculum department; TDEs/Agendas; Sign In sheets for Math Common Planning	5/27/2016 quarterly
G1.B1.S3.A1	SBLT will identify assessments that will be analyzed for determining instructional strategies and focus. (iReady diagnostics, TenMarks diagnostic, Florida Standards Quizzes (FSQ), and Unit Summative Assessments (USA), FAIR, Running Reading Records (RRR)	Duval, Nehemie	9/7/2015	Testing calendar	9/11/2015 one-time
G1.B1.S4.A1	The School Based Leadership Team (SBLT) will review the current schedules (instructional leadership support, LTMs weekly, team meetings/ school-based common plannings) and make the necessary adjustments to the schedule to meet the needs of the job-embedded professional development structured.	Brooks, Bobbie	10/21/2015	Structured Planning template, LTM and team planning schedules	11/4/2015 biweekly
G1.B8.S1.A1	Reading resource teacher will provide small group differentiated instruction for students who are performing significantly below grade level.	McIntosh, Tambia	9/8/2015	Teacher roster and schedule; Teachers log, sample lesson plans	5/20/2016 daily
G1.B11.S1.A1	Implement APTT to provide strategies focused parent training along with other Parent trainings	McIntosh, Tambia	7/1/2015	Sign in sheets, invitations, agendas, powerpoints	6/3/2016 triannually
G2.B9.S1.A1	The Guidance Counselor and Administration will conduct a School Wide Positive Behavior (SwPBS) support assembly for students at all grade levels	Bullard, April	8/28/2015	Code of Conduct Agenda	1/29/2016 semiannually
G1.B1.S1.A2	The LTF will use the gradual release model to facilitate the unpacking of standards and the development of learning goals & scales and have teachers take responsibility of doing the work with guidance and prompting.	Black, Nicole	11/16/2015	Agendas, sign in sheets, minutes	5/20/2016 weekly
G1.B1.S2.A2	The SBLT will collect details on the application and expected outcomes for all professional learning that teachers have received.	Duval, Nehemie	9/15/2014	Agendas, Summary notes	5/20/2016 monthly
G1.B1.S3.A2	The Instructional Coaches & LTF will train teachers how to pull their data reports from Performance Matters	Black, Nicole	10/12/2015	LTM agendas, sign in sheets, and notes	10/23/2015 daily
G1.B1.S4.A2	The SBLT will structure school-based common planning (team meeting) times and develop school-wide expectations and outcomes for the team meetings/common plannings.	Brooks, Bobbie	10/14/2015	Structured Team planning document	10/28/2015 biweekly
G1.B8.S1.A2	Math resource teacher and out of system tutor will provide small group	Parise, Victoria	1/25/2016	Log sheets; Observations; Assessment data	4/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	differentiated instruction for students who performing just under grade level.				
G1.B11.S1.A2	Provide timely communication with parents regarding assignments, activities and behavior	Beneby, Bernadette	8/17/2015	Purchase order, samples of communications in agenda	6/2/2016 daily
G2.B9.S1.A2	The School Wide Behavior Support team and classroom will implement the GOTCHA program that recognizes and rewards students on a weekly basis for positive behaviors	Bullard, April	9/14/2015	Weekly Gotcha spreadsheets	5/27/2016 weekly
G1.B1.S1.A3	The Learning team facilitator will model for the instructional coaches best practices for using learning goals and scales during instruction.	Black, Nicole	10/9/2015	Agenda and sign in sheets	10/9/2015 one-time
G1.B1.S2.A3	The SBLT, Area/Curriculum/ Transformation Teams will develop "look fors" checklist/tools on the application and expected outcomes for all professional learning that teachers have received.	Parise, Victoria	9/21/2015	"Look fors" for Reading, Math, Science, and Writing; Assistance from Transformation and Area 4 specialists	5/13/2016 biweekly
G1.B1.S3.A3	The Instructional Coaches & LTF will lead the development of Google Drive folders by grade levels to have electronic copies of data stored in a central location.	Black, Nicole	9/8/2015	Google Shared folders	9/14/2015 one-time
G1.B1.S4.A3	The SBLT will determine the professional development needs of the leadership team and the teachers on rigorous and higher order questions.	Brooks, Bobbie	10/21/2015	SBLT Meeting notes & agenda	5/18/2016 biweekly
G1.B8.S1.A3	After school Math and Reading tutorials will be provided to assist students identified as at academic risk.	Parise, Victoria	1/19/2015	Student and teacher sign in sheets; Pre & Post Assessment data; Lesson Plans	3/27/2015 weekly
G1.B11.S1.A3	Part time parent liaison will work to build relationship with the community	Beneby, Bernadette	8/17/2015	Time sheet, Agenda and sign in from meetings	6/2/2016 weekly
G2.B9.S1.A3	Safe Schools coach provide ongoing professional development on implementing CHAMPS classroom management program.	Brooks, Bobbie	8/11/2015	Agendas for Pre-school, PDD, and Elementary In-service days	1/29/2016 monthly
G1.B1.S1.A4	The LTF and Instructional Coaches will model the use of learning goals and scales with teachers using model classrooms	Black, Nicole	10/5/2015	Agenda from learning walks or Lesson studies; Coaches Logs	4/29/2016 biweekly
G1.B1.S2.A4	The SBLT will meet with teachers to share "look fors" checklists/tools to ensure that teachers have an understanding of the application and expected outcomes of their professional learning to classroom practice. i.e., "PD in Practice."	Parise, Victoria	9/8/2015	Common planning agendas & minutes	5/13/2016 biweekly
G1.B1.S3.A4	The Instructional Coaches & LTF will analyze data with teachers and train them how to develop plans for effective differentiated instruction based on the data.	Black, Nicole	9/8/2015	LTM agendas and minutes	5/20/2016 weekly
G1.B1.S4.A4	The SBLT will plan and implement continous job-embedded professional development based on on-going needs of rigor and higher order questions.	Parise, Victoria	11/4/2015	SBLT Meeting notes & agenda, Coaching logs	5/18/2016 biweekly
G1.B8.S1.A4	Saturday Tutorials for Math & Reading	Duval, Nehemie	1/31/2015	Student and teacher sign in sheets; Pre & Post Assessment data; Lesson Plans	3/28/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B9.S1.A4	Administration will review teachers classroom management plans and offer more intense professional development for those struggling with classroom management	Jelks-Cook, Jessica	8/31/2015	Copies of classroom management plan, Google monitoring sheet, Classroom management PD agendas	1/29/2016 one-time
G1.B1.S1.A5	Administration and Instructional coaches will monitor the effective use of goals and scales in the classroom using Marzano observation rubric and learning walks look fors	Brooks, Bobbie	10/12/2015	Instructional walks look fors sheet, iObservation	5/20/2016 biweekly
G1.B1.S2.A5	The SBLT/Area/Transformation Teams will develop a plan to monitor the application and expected outcomes of the teachers' professional learning experiences to classroom application. i.e., "PD in Practice."	McIntosh, Tambia	10/28/2015	Observation schedules, iObservation data, Learning walks with checklist	5/18/2016 biweekly
G1.B1.S3.A5	The Instructional Coaches & LTF will model for teachers how to deliver effective differentiated instruction based on student data	McIntosh, Tambia	9/14/2015	Coaches Logs	5/20/2016 weekly
G1.B1.S4.A5	LTM notes, Team planning minutes/ agenda, Marzano Elements	Duval, Nehemie	9/23/2015		5/18/2016 weekly
G1.B8.S1.A5	Online Reading & Math subscriptions will provide students more opportunities to reinforce classroom skills through differentiated instruction.	Jelks-Cook, Jessica	9/15/2015	Usage Reports	5/27/2016 weekly
G2.B9.S1.A5	Administration will create varying levels of consequences for student non compliance	Brooks, Bobbie	9/7/2015	Afterschool Detention slips, Saturday detention sign in sheets, Behavior Intervention forms	5/27/2016 weekly
G1.B1.S1.A6	Instructional Coaches and LTF will support teachers who are who are still having difficulty by modeling , co-teaching, and observing with feedback	Black, Nicole	10/19/2015	Coaches Logs, Observation sheets, Reflection sheets	5/20/2016 biweekly
G1.B1.S2.A6	The SBLT/Area/Transformation will monitor and collect data about the implementation of the teachers' professional learning (PD) in classroom application (practice) through classroom walkthroughs, informal observations, formal observations and student work samples.	Brooks, Bobbie	10/28/2015	iObservation data from walkthroughs & look fors	5/18/2016 biweekly
G1.B1.S3.A6	Students will use an online reading program such as Learning A to Z, IReady for assisting in differentiating instruction.	Duval, Nehemie	9/15/2015	Teacher class reports that monitor student progress, Usage reports, Lesson Plans	5/27/2016 daily
G1.B1.S4.A6	The Instructional Coaches and Learning Team Facilitator will continuously develop a common language and common vision for reliability for all professional development provided to teachers.	McIntosh, Tambia	9/23/2015	Coaches Mtg. Agemda/Notes; Marzano Teaching Map Usage	5/18/2016 biweekly
G1.B8.S1.A6	Summer Tutorial for K-2 at risk students	McIntosh, Tambia	6/6/2016	Student attendance sheets, Lesson plans, teacher time sheets	6/30/2016 daily
G2.B9.S1.A6	The SwPBS team will meet monthly to review discipline data and and review the effectiveness of the SwPBS program.	Bullard, April	10/15/2015	Minutes and Agendas from SwPBS Meetings	5/19/2016 monthly
G1.B1.S1.A7	LTF and Instructional coaches will work in teachers in the development and planning of higher order questions	Black, Nicole	11/20/2015	LTM Agendas & Notes	5/20/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	for instruction and making connections with Marzano DQ3 & 4				
G1.B1.S2.A7	The SBLT will provide feedback to all teachers on the application of their professional learning to instructional practices within the classroom.	Jelks-Cook, Jessica	9/21/2015	iObservation feedback; Coaches feedback	5/13/2016 biweekly
G1.B1.S3.A7	Students will use an online math fluency program such as TenMarks, Kahn Academy, or iReady for assisting in differentiating instruction.	Parise, Victoria	10/6/2014	Teacher class reports that monitor student progress, usage reports & lesson plans	5/22/2015 weekly
G1.B1.S4.A7	The Instructional Coaches and LTF will select teachers and will plan with the selected teachers to implement any instructional techniques and/or instructional strategies from professional developments as an observation classroom/s.	Duval, Nehemie	9/23/2015	Coaches Mtg. Agemda/Notes	5/18/2016 biweekly
G2.B9.S1.A7	The SwPBS team will conduct periodic meetings with staff to review the Major vs Minors rubric to allow teacher to give input on the various levels of interventions and consequences for student infractions.	Bullard, April	8/14/2015	Agenda, Major vs Minor document	3/25/2016 triannually
G1.B1.S2.A8	Based on the data collected from classroom walkthroughs and formal observations, Academic Coaches will develop a support plan for teachers using the Coaching Continnuum.	Duval, Nehemie	10/7/2015	Look For sheets and feedback forms	5/18/2016 biweekly
G1.B1.S3.A8	The Instructional Coaches & LTF will attempt to orchestrate the alignment of the training/planning being done the LTM with the grade level team planning meetings and make efforts to communicate for the alignment of the Area 4 common planning meetings.	Black, Nicole	9/14/2015	Area 4 E-Common Planning documents, LTM notes and agendas, Team Planning minutes and agendas	5/20/2016 one-time
G1.B1.S4.A8	The Instructional Coaches and LTF will review, update and share with teachers focused look-fors to use during learning walks of the observation classroom/s.	Duval, Nehemie	10/28/2015	Coaches Mtg. Agemda/Notes; LTM notes	5/18/2016 biweekly
G2.B9.S1.A8	Administration meeting with grade level team to discuss discipline concerns and hearing suggestions from the teams for solutions	Brooks, Bobbie	10/12/2015	Team Meeting Minutes	5/20/2016 monthly
G1.B1.S2.A9	The SBLT/Area/Transformation Teams will monitor the effectiveness of the Academic Coaches support through follow-up classroom walkthroughs, informal observations, and formal observations.	Brooks, Bobbie	11/11/2015	Data Chat Notes; Assessment Data; Observation data	5/25/2016 biweekly
G1.B1.S3.A9	The teachers will utilize Leveled Literacy Intervention (LLI) by Fountas & Pennell as a research based intervention programs	Thompson, Maureen	9/8/2015	LLI Planning and tracking sheets, EDW for LLI, LLI Google spreadsheet listing groups and instructors	5/20/2016 daily
G1.B1.S4.A9	Teachers will conduct learning walks in the observation classroom/s looking for evidence based upon the focused look-fors.	Black, Nicole	11/18/2015	Completed Learning walk checklists	5/18/2016 every-2-months
G1.B1.S4.A10	The SBLT and teachers will debrief the learning walks at the follow-up Learning Team Meeting as part of a cycle of continous improvement.	Black, Nicole	11/23/2015	LTM Notes/Agenda	5/20/2016 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S4.A11	The SBLT will conduct learning walks and focused classroom walkthroughs to determine the implementation of professional developments provided as part of a cycle of continuous improvement.	Jelks-Cook, Jessica	11/30/2015	Leraning Walks, iObservation data	5/27/2016 weekly
G1.B1.S4.A12	The SBLT will conduct learning walks and focused classroom walkthroughs to determine the implementation of professional developments provided as part of a cycle of continuous improvement.	Black, Nicole	12/7/2015	Completed Learning walk checklists, SBLT Meeting Notes/Agenda	5/20/2016 every-2-months
G1.B1.S4.A13	Administration will provide continuous feedback to teachers and instructional coaches based on data from learning walks and focused classroom walkthroughs as part of a cycle of continuous improvement.	Brooks, Bobbie	1/11/2016	iObservation data	5/20/2016 monthly
G1.B1.S4.A14	Instructional Coaches and LTF will provide tiered support to teachers as part of a cycle of continuous improvement.	Duval, Nehemie	9/23/2015	Coaching logs, LTM notes,	5/20/2016 weekly
G1.B1.S4.A15	Administration will monitor the support of the Instructional Coaches and LTF provided to teachers as part of a cycle of continuous improvement.	Jelks-Cook, Jessica	9/23/2015	Coaching logs, LTM notes, Action Plans (filed by coaches)	5/20/2016 biweekly
G1.B1.S4.A16	The SBLT will celebrate ongoing teacher and student success as evidenced from the implementation of outcomes from professional development as part of a continuous improvement cycle.	Brooks, Bobbie	5/20/2016	Emails, Principals weekly newsletter	one-time
G1.MA1	SBLT will monitor Diagnostic Assessments, Running Reading Records, LLI dta on EDW, FAIR, TenMarks & iReady data	Brooks, Bobbie	9/7/2015	Reviewing standardized assessments, reading running records, FAIR testing throughout the year, APTT growth data, iObservation data	5/20/2016 biweekly
G1.B1.S1.MA1	Monitor School Data 3rd through 5th Grade for Math; Split K-2	Brooks, Bobbie	9/14/2015	Classroom Walk Through, Observations, Student Work, School Data, FAIR Testing	5/20/2016 monthly
G1.B1.S1.MA3	Monitor School Data for 3rd - 5th grade for Reading; Split K-2	Jelks-Cook, Jessica	9/14/2015	Classroom Walk Through, Observations, Student Work, School Data, FAIR Testing	5/20/2016 monthly
G1.B1.S1.MA1	Support staff will provide documents on a monthly basis.	Thompson, Maureen	9/26/2014	Agendas, Lesson Plans, Coaches Meeting, Coaching Logs, Professional Development training, LTM notes	5/29/2015 monthly
G1.B1.S1.MA4	Reflection Templates for Instructional Coaches	Brooks, Bobbie	9/23/2015	Reflections on coaching logs, schedules	5/18/2016 monthly
G1.B8.S1.MA1	Tracking of student progression	McIntosh, Tambia	9/15/2015	Student Progression data	5/20/2016 biweekly
G1.B8.S1.MA1	Teaching Schedules & Logs	Thompson, Maureen	9/28/2015	Teaching Schedules & Logs	5/20/2016 biweekly
G1.B11.S1.MA1	Monitor the progress of students whose parents attend trainings	McIntosh, Tambia	1/20/2016	APTT data for students achieving academic goals	6/2/2016 triannually
G1.B11.S1.MA1	Administration will review and monitor Family involvement activities	Brooks, Bobbie	10/7/2015	SBLT meeting agendas and minutes, feedback from APTT meetings	5/25/2016 biweekly
G1.B1.S2.MA1	SBLT will monitor student assessment results	Brooks, Bobbie	9/16/2015	Student Assessment results, iObservation data	5/18/2016 monthly
G1.B1.S2.MA1	SBLT will confirm Actions are completed and evidence is gathered	Duval, Nehemie	9/21/2015	Notebook containing - Feedback forms, iObservation data, Look fors, Training lists, Training Summaries	5/13/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA3	Administration will monitor the iObservation data of the seven elements of rigorous instruction	Brooks, Bobbie	10/30/2015	iObservation data	5/20/2016 monthly
G1.B1.S3.MA1	Reflection Document	Brooks, Bobbie	9/23/2015	Reflection from Coaches Meetings	5/20/2016 biweekly
G1.B1.S3.MA1	Collection documentation in Notebook	Duval, Nehemie	9/15/2015	Notebook documenting the LTMs, Coaches Logs, Learning Walks Checklist, SBLT Meeting Agendas & notes	5/20/2016 biweekly
G1.B1.S3.MA3	Review and reflect the usage of the program	Jelks-Cook, Jessica	9/28/2015	Usage reports for students, Lab schedules	5/26/2016 biweekly
G1.B1.S4.MA1	Reviewing Students Assessment results	Brooks, Bobbie	11/18/2015	Completion of Principal's reflection template	5/20/2016 every-6-weeks
G1.B1.S4.MA1	Confirm actions are completed and evidence is gathered	Jelks-Cook, Jessica	10/21/2015	SBLT meeting agenda/notes	5/18/2016 monthly
G2.MA1	Climate Survey (safe schools) and Stakeholder Survey (pre, specified check points and post)	Bullard, April	9/8/2014	Stakeholder survey feedback results; Climate survey results (safe schools); Increase in community involvement and business partners	6/5/2015 quarterly
G2.B9.S1.MA1	The SwPBS team will review of effectiveness of the SwPBS program at monthly meetings	Bullard, April	10/15/2015	EDW Discipline Dashboard data, Early Warning Systems data, SwPBS pre & post survey	5/12/2016 monthly
G2.B9.S1.MA1	Administration looking for CHAMPS posters and structures during classroom visits	Jelks-Cook, Jessica	10/16/2014	iObservation, Walkthrough Checklists	5/12/2016 monthly
G2.B9.S1.MA3	Review teacher data of those submitting names for the positive behavior program	Brooks, Bobbie	9/20/2015	Weekly data shared on Principal's Page (Weekly bulletin for teachers & staff)	5/29/2016 weekly

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. If we Increase effective standards based rigorous instruction then student's academic achievement will increase.

G1.B1 Unfamiliarity with the New Florida Standards and with teaching higher order thinking,

G1.B1.S1 Unpacking standards, and developing learning goals and scales based on the standards will help familiarize teachers with the standards and assist in the development of higher order thinking.

PD Opportunity 1

The learning team facilitators will lead and model the initial unpacking of the Florida Standards and the development of learning goals and scales.

Facilitator

Learning Team Facilitator (LTF)

Participants

All homeroom teachers

Schedule

Weekly, from 9/8/2015 to 11/13/2015

PD Opportunity 2

The Learning team facilitator will model for the instructional coaches best practices for using learning goals and scales during instruction.

Facilitator

LTF

Participants

Instructional coaches

Schedule

On 10/9/2015

PD Opportunity 3

The LTF and Instructional Coaches will model the use of learning goals and scales with teachers using model classrooms

Facilitator

Instructional Coaches & LTF

Participants

All homeroom teachers

Schedule

Biweekly, from 10/5/2015 to 4/29/2016

G1.B1.S2 Develop a plan to monitor the implementation of teacher professional development of standards based instruction into ongoing instructional practices.

PD Opportunity 1

The SBLT will inventory all the professional learning opportunities that teachers have received. (i.e. RRR 1 and 2; Small Group D.I.; Vocabulary Instruction; LLi; Writing; Cohort trainings; Area 4 - Literacy & Math Weekly Common Planning Sessions by grade level).

Facilitator

Curriculum Department; Area 4 Specialists

Participants

All teachers in K-2 & Literacy Teachers for grades 3-5; Math Teachers for Common planning grades 3-5

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

G1.B1.S3 Develop teacher's knowledge and application of effectively using data to plan and implement effective standards based differentiated instruction.

PD Opportunity 1

The Instructional Coaches & LTF will train teachers how to pull their data reports from Performance Matters

Facilitator

Nicole Black (LTF)

Participants

All homeroom teachers

Schedule

Daily, from 10/12/2015 to 10/23/2015

G1.B8 Students lacking adequate time for small group instruction.

G1.B8.S1 Use personnel to provide small group instruction for students during school day and extended learning opportunities

PD Opportunity 1

Reading resource teacher will provide small group differentiated instruction for students who are performing significantly below grade level.

Facilitator

Reading Resource Teacher

Participants

Low performing students

Schedule

Daily, from 9/8/2015 to 5/20/2016

PD Opportunity 2

Online Reading & Math subscriptions will provide students more opportunities to reinforce classroom skills through differentiated instruction.

Facilitator

iReady & TenMarks Staff develpers

Participants

k-5 Teachers

Schedule

Weekly, from 9/15/2015 to 5/27/2016

G1.B11 Parents needing assistance in supporting students

G1.B11.S1 The school will build mutual relationships with families to develop strategies and plan of actions to increase student achievement in all content areas by June 2016

PD Opportunity 1

Implement APTT to provide strategies focused parent training along with other Parent trainings

Facilitator

WestEd, District APTT coordinator

Participants

Kindergarten & 1st grade teachers for APTT; Parent training for grades 2-5

Schedule

Triannually, from 7/1/2015 to 6/3/2016

G2. If we increase a positive school-wide culture and morale through meeting the social-emotional needs of all stakeholders then an environment will be developed that leads to greater academic achievement.

G2.B9 Student Conduct

G2.B9.S1 Implement and promote the Schoolwide Positive Behavior support program and enforce the established student code of conduct using the CHAMPS program

PD Opportunity 1

Safe Schools coach provide ongoing professional development on implementing CHAMPS classroom management program.

Facilitator

Vicki Gaddy

Participants

All teachers

Schedule

Monthly, from 8/11/2015 to 1/29/2016

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	The learning team facilitators will lead and model the initial unpacking of the Florida Standards and the development of learning goals and scales.				$75,808.46
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0351 - Westward Elementary School	Title I Part A	0.5	$32,504.23
			Notes: Salary & Benefits for 0.5 Primary Reading Coach (McIntosh)			
			0351 - Westward Elementary School	Title I Part A		$1,930.00
			Notes: Supplies: Paper, ink, printers, anchor charts, folders, binders, tabs/dividers, storage crates/baskets, sticky notes, laminating film, paper clips, highlighters, books, earbuds, carpets, composition books, hole puncher			
			0351 - Westward Elementary School	Title I Part A		$3,000.00
			Notes: Substitutes for teachers extended LTM and planning			
			0351 - Westward Elementary School	Title I Part A		$1,870.00
			Notes: Printers & Ink for reports			
			0351 - Westward Elementary School	Title I Part A	0.5	$32,504.23
			Notes: Salary & Benefits FOR 0.5 Math Coach (Parise)			
			0351 - Westward Elementary School	Title I Part A		$4,000.00
			Notes: Part time in system for collaborative planning			
2	G1.B1.S1.A2	The LTF will use the gradual release model to facilitate the unpacking of standards and the development of learning goals & scales and have teachers take responsibility of doing the work with guidance and prompting.				$0.00
3	G1.B1.S1.A3	The Learning team facilitator will model for the instructional coaches best practices for using learning goals and scales during instruction.				$0.00
4	G1.B1.S1.A4	The LTF and Instructional Coaches will model the use of learning goals and scales with teachers using model classrooms				$0.00
5	G1.B1.S1.A5	Administration and Instructional coaches will monitor the effective use of goals and scales in the classroom using Marzano observation rubric and learning walks look fors				$0.00
6	G1.B1.S1.A6	Instructional Coaches and LTF will support teachers who are who are still having difficulty by modeling , co-teaching, and observing with feedback				$0.00

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7	G1.B1.S1.A7	LTF and Instructional coaches will work in teachers in the development and planning of higher order questions for instruction and making connections with Marzano DQ3 & 4	$0.00
8	G1.B1.S2.A1	The SBLT will inventory all the professional learning opportunities that teachers have received. (i.e. RRR 1 and 2; Small Group D.I.; Vocabulary Instruction; LLi; Writing; Cohort trainings; Area 4 - Literacy & Math Weekly Common Planning Sessions by grade level).	$0.00
9	G1.B1.S2.A2	The SBLT will collect details on the application and expected outcomes for all professional learning that teachers have received.	$0.00
10	G1.B1.S2.A3	The SBLT, Area/Curriculum/Transformation Teams will develop "look fors" checklist/tools on the application and expected outcomes for all professional learning that teachers have received.	$0.00
11	G1.B1.S2.A4	The SBLT will meet with teachers to share "look fors" checklists/tools to ensure that teachers have an understanding of the application and expected outcomes of their professional learning to classroom practice. i.e., "PD in Practice."	$0.00
12	G1.B1.S2.A5	The SBLT/Area/Transformation Teams will develop a plan to monitor the application and expected outcomes of the teachers' professional learning experiences to classroom application. i.e., "PD in Practice."	$0.00
13	G1.B1.S2.A6	The SBLT/Area/Transformation will monitor and collect data about the implementation of the teachers' professional learning (PD) in classroom application (practice) through classroom walkthroughs, informal observations, formal observations and student work samples.	$0.00
14	G1.B1.S2.A7	The SBLT will provide feedback to all teachers on the application of their professional learning to instructional practices within the classroom.	$0.00
15	G1.B1.S2.A8	Based on the data collected from classroom walkthroughs and formal observations, Academic Coaches will develop a support plan for teachers using the Coaching Continnuum.	$0.00
16	G1.B1.S2.A9	The SBLT/Area/Transformation Teams will monitor the effectiveness of the Academic Coaches support through follow-up classroom walkthroughs, informal observations, and formal observations.	$0.00
17	G1.B1.S3.A1	SBLT will identify assessments that will be analyzed for determining instructional strategies and focus. (iReady diagnostics, TenMarks diagnostic, Florida Standards Quizzes (FSQ), and Unit Summative Assessments (USA), FAIR, Running Reading Records (RRR)	$0.00
18	G1.B1.S3.A2	The Instructional Coaches & LTF will train teachers how to pull their data reports from Performance Matters	$0.00
19	G1.B1.S3.A3	The Instructional Coaches & LTF will lead the development of Google Drive folders by grade levels to have electronic copies of data stored in a central location.	$0.00
20	G1.B1.S3.A4	The Instructional Coaches & LTF will analyze data with teachers and train them how to develop plans for effective differentiated instruction based on the data.	$0.00

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21	G1.B1.S3.A5	The Instructional Coaches & LTF will model for teachers how to deliver effective differentiated instruction based on student data				$0.00
22	G1.B1.S3.A6	Students will use an online reading program such as Learning A to Z, IReady for assisting in differentiating instruction.				$12,400.00
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
				0351 - Westward Elementary School	Title I Part A		$10,000.00
				Notes: Learning A to Z, iReady and/or iStation online subscription			
				0351 - Westward Elementary School	Title I Part A		$2,400.00
				Notes: Toner, paper, earbuds, poster paper, Laminating film			
23	G1.B1.S3.A7	Students will use an online math fluency program such as TenMarks, Kahn Academy, or iReady for assisting in differentiating instruction.				$12,541.00
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
				0351 - Westward Elementary School	Title I Part A		$9,000.00
				Notes: Online Math Subscription			
				0351 - Westward Elementary School	Title I Part A		$3,541.00
				Notes: Mobi pads or iPads			
24	G1.B1.S3.A8	The Instructional Coaches & LTF will attempt to orchestrate the alignment of the training/planning being done the LTM with the grade level team planning meetings and make efforts to communicate for the alignment of the Area 4 common planning meetings.				$0.00
25	G1.B1.S3.A9	The teachers will utilize Leveled Literacy Intervention (LLI) by Fountas & Pennell as a research based intervention programs				$0.00
26	G1.B1.S4.A1	The School Based Leadership Team (SBLT) will review the current schedules (instructional leadership support, LTMs weekly, team meetings/school-based common plannings) and make the necessary adjustments to the schedule to meet the needs of the job-embedded professional development structured.				$0.00
27	G1.B1.S4.A10	The SBLT and teachers will debrief the learning walks at the follow-up Learning Team Meeting as part of a cycle of continous improvement.				$0.00
28	G1.B1.S4.A11	The SBLT will conduct learning walks and focused classroom walkthroughs to determine the implementation of professional developments provided as part of a cycle of continuous improvement.				$0.00
29	G1.B1.S4.A12	The SBLT will conduct learning walks and focused classroom walkthroughs to determine the implementation of professional developments provided as part of a cycle of continuous improvement.				$0.00

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30	G1.B1.S4.A13	Administration will provide continuous feedback to teachers and instructional coaches based on data from learning walks and focused classroom walkthroughs as part of a cycle of continuous improvement.	$0.00
31	G1.B1.S4.A14	Instructional Coaches and LTF will provide tiered support to teachers as part of a cycle of continuous improvement.	$0.00
32	G1.B1.S4.A15	Administration will monitor the support of the Instructional Coaches and LTF provided to teachers as part of a cycle of continuous improvement.	$0.00
33	G1.B1.S4.A16	The SBLT will celebrate ongoing teacher and student success as evidenced from the implementation of outcomes from professional development as part of a continuous improvement cycle.	$0.00
34	G1.B1.S4.A2	The SBLT will structure school-based common planning (team meeting) times and develop school-wide expectations and outcomes for the team meetings/common plannings.	$0.00
35	G1.B1.S4.A3	The SBLT will determine the professional development needs of the leadership team and the teachers on rigorous and higher order questions.	$0.00
36	G1.B1.S4.A4	The SBLT will plan and implement continous job-embedded professional development based on on-going needs of rigor and higher order questions.	$0.00
37	G1.B1.S4.A5	LTM notes, Team planning minutes/agenda, Marzano Elements	$0.00
38	G1.B1.S4.A6	The Instructional Coaches and Learning Team Facilitator will continuously develop a common language and common vision for reliability for all professional development provided to teachers.	$0.00
39	G1.B1.S4.A7	The Instructional Coaches and LTF will select teachers and will plan with the selected teachers to implement any instructional techniques and/or instructional strategies from professional developments as an observation classroom/s.	$0.00
40	G1.B1.S4.A8	The Instructional Coaches and LTF will review, update and share with teachers focused look-fors to use during learning walks of the observation classroom/s.	$0.00
41	G1.B1.S4.A9	Teachers will conduct learning walks in the observation classroom/s looking for evidence based upon the focused look-fors.	$0.00
42	G1.B11.S1.A1	Implement APTT to provide strategies focused parent training along with other Parent trainings	$10,813.13

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0351 - Westward Elementary School	Title I Part A		$8,000.00
			Notes: Part time in system for teachers and APTT champion			
			0351 - Westward Elementary School	Title I Part A		$2,813.13
			Notes: Supplies for APTT & other parent trainings, Meals for parents			

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43	G1.B11.S1.A2	**Provide timely communication with parents regarding assignments, activities and behavior**				$1,308.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0351 - Westward Elementary School	Title I Part A		$1,308.50
			Notes: Student Agendas/Planners			
44	G1.B11.S1.A3	**Part time parent liaison will work to build relationship with the community**				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0351 - Westward Elementary School	Title I Part A		$2,500.00
			Notes: Salary & Benefits for Community Involvement position (Beneby)			
45	G1.B8.S1.A1	**Reading resource teacher will provide small group differentiated instruction for students who are performing significantly below grade level.**				$39,067.29
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0351 - Westward Elementary School	Title I Part A	0.5	$32,504.00
			Notes: Salary & Benefits Reading Resource (McIntosh)			
			0351 - Westward Elementary School	Title I Part A		$6,563.29
			Notes: Paper, ink, rugs, binders, classroom libraries, chart paper, markers, post-its,			
46	G1.B8.S1.A2	**Math resource teacher and out of system tutor will provide small group differentiated instruction for students who performing just under grade level.**				$35,512.75
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0351 - Westward Elementary School	Title I Part A		$32,939.00
			Notes: Benefits & Salary (Parise)			
			0351 - Westward Elementary School	Title I Part A		$2,573.75
			Notes: Benefits & Salary (Out of system tutor)			
47	G1.B8.S1.A3	**After school Math and Reading tutorials will be provided to assist students identified as at academic risk.**				$12,337.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0351 - Westward Elementary School	Title I Part A		$9,337.00
			Notes: Salary & Benefits			

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			0351 - Westward Elementary School	Title I Part A		$3,000.00
			Notes: Tutorial Supplies - paper, toner, notebooks, pencils, folders, composition books			
48	G1.B8.S1.A4	**Saturday Tutorials for Math & Reading**				**$3,600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0351 - Westward Elementary School	Title I Part A		$3,600.00
			Notes: Salary & Benefits			
49	G1.B8.S1.A5	**Online Reading & Math subscriptions will provide students more opportunities to reinforce classroom skills through differentiated instruction.**				**$0.00**
50	G1.B8.S1.A6	**Summer Tutorial for K-2 at risk students**				**$4,465.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0351 - Westward Elementary School	Title I Part A		$4,465.00
			Notes: Salary & Benefits			
51	G2.B9.S1.A1	**The Guidance Counselor and Administration will conduct a School Wide Positive Behavior (SwPBS) support assembly for students at all grade levels**				**$0.00**
52	G2.B9.S1.A2	**The School Wide Behavior Support team and classroom will implement the GOTCHA program that recognizes and rewards students on a weekly basis for positive behaviors**				**$0.00**
53	G2.B9.S1.A3	**Safe Schools coach provide ongoing professional development on implementing CHAMPS classroom management program.**				**$0.00**
54	G2.B9.S1.A4	**Administration will review teachers classroom management plans and offer more intense professional development for those struggling with classroom management**				**$0.00**
55	G2.B9.S1.A5	**Administration will create varying levels of consequences for student non compliance**				**$0.00**
56	G2.B9.S1.A6	**The SwPBS team will meet monthly to review discipline data and and review the effectiveness of the SwPBS program.**				**$0.00**
57	G2.B9.S1.A7	**The SwPBS team will conduct periodic meetings with staff to review the Major vs Minors rubric to allow teacher to give input on the various levels of interventions and consequences for student infractions.**				**$0.00**
58	G2.B9.S1.A8	**Administration meeting with grade level team to discuss discipline concerns and hearing suggestions from the teams for solutions**				**$0.00**
					Total:	**$210,353.13**