Washington Elementary School

2015-16 School Improvement Plan

Washington Elementary School

1407 ESTELLE ST, Tampa, FL 33605

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	98%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide relevant, rightful and rigorous instruction to all students every day.

Provide the school's vision statement

Booker T. Washington Elementary will be the #1 Elementary School in Hillsborough County based on the percent of learning gains in 2014-2015.

School Environment

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

We begin the school year with a "Meet and Greet" where the parents and families are invited to meet the teacher, learn school procedures, and ask questions. Parent conferences are held throughout the year. We solicit parent feedback through various formal and informal means, including school meetings and newsletters. We hold a variety of events targeted to parents and community members.

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

We have staff members strategically assigned duties in the morning and after school. Staff members greet children and families as they arrive on campus. Students and family members are welcomed and we work to provide assistance to each individual as needed. We continuously seek parental input into the programs and procedures that we have established as well as seek input in supporting our students to be successful learners. We are a PBS school which supports our students knowing the expectations so there is clear communication between adults and children.

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

Our school has developed a school wide discipline plan that includes a tiered system for support. The staff is trained in how to use the system and support is provided as needed for individual students needing a differentiated plan. Our school also uses PBS and we have a team who has worked to refine particular areas, such as the cafeteria to make unstructured times more structured.

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

• Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
• The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

• The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
o Use the problem-solving model when analyzing data:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
o Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.
o Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
o Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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

Early warning indicators include:
Attendance (5 or more absences of any type per grading period)
One or more suspension (in or out of school)
Excessive tardies (5 or more per grading period)
ELA/Math course failure
Level 1 FCAT score
Early warning system data can come from the following sources:
**Core Curriculum (Tier 1) - Information format: DATA SOURCE: Database Management Systems: Person Responsible/Group Responsible.
FCAT RELEASED TESTS: School generated excel database; Reading Coach/Math Coach/AP.
BASELINE & YEAR DISTRICT ASSESSMENTS: Scantron Achievement Series; Leadership Team/ PLCs/Individual teachers.
DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY (NAME THE ASSESSMENTS): Scantron Achievement Series; Data Wall, Dashboard; Leadership Team/PLCs/Individual teachers.
SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE

ASSESSMENTS): Scantron Achievement Series, Data Wall, PLC Logs; Leadership Team/PLCs/ Individual teachers.

FAIR: Progress Monitoring and Reporting Network (PMRN), IPT, Data Wall; Reading Coach/Reading Resource Teacher/Reading PLC Facilitator.

CELLA: Sagebrush (IPT); ELL/PSLT Representative.

TEACHERS' COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS: PLC Database, PLC Logs; Individual teachers/Team Leaders/PLC Facilitators/Leadership Team Member.

DRA-2: School generated excel database; Individual teacher.

**Supplemental/Intensive Instruction (Tiers 2 and 3) - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.

ASSESSMENTS DATA COLLECTED FROM EXTENDED LEARNING PROGRAMS: School generated excel database; Leadership Team/ELP Facilitator.

FAIR OPM: School generated excel database; Leadership Team/Reading Coach.

ONGOING ASSESSMENTS WITHIN INTENSIVE COURSES (Middle/High): Database provided by course materials (for courses that have one, e.g., Read 180), School generated excel database; Coaches.

CURRICULUM BASED MEASUREMENTS: easyCBM Reports; Leadership Team/PLCs, Individual Teachers, Reading Coaches.

RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS (e.g., iStation): Assessments included in computer-based programs; PLCs/Individual teachers/Reading coaches.

**Engagement - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.

ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on Demand, IPT, EASI; Attendance Clerk/Attendance Committee/PSLT/PLCs.

DISCIPLINE DATA (Out-of-school suspensions, in-school suspensions, ATOSS, Discipline Referrals): District Databases: Reports on Demand, IPT, EASI; PSLT/PLCs/Behavior Intervention Committee/PBS Team.

DROPOUT PREVENTION DATA (Withdrawal codes, academic outcomes, attendance, discipline data): District databases: Reports on Demand, IPT, EASI, Dashboard, Site generated early warning systems; PSLT/Dropout Prevention Specialist/PLCs/Guidance Counselors/Dropout Prevention Committee.

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	17	28	14	12	13	14	98
One or more suspensions	1	1	9	4	8	21	44
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide 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	1	1	2	1	4	6	15

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

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/ enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:

• Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)

• Create, manage and update the school resource map

• Ensure the master schedule incorporates allocated time for intervention support at all grade levels.

• Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3

• Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.

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

• Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)

• Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)

• Strengthen the Tier 1 (core curriculum) instruction through the:

o Implementation and support of PLCs

o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)

o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)

o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)

o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.

• On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.

• Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.

• Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.

• Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

See Parent Involvement Plan

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

We have organizations that have offered to support our school in a variety of ways. The administration and its leadership team have met with key people in the organizations to create a list of volunteer opportunities. Our plan is to communicate through emails, phones calls, and meetings in order to develop meaningful projects to support our school and increase student achievement.

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
Montoto, Anthony	Principal

Duties

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

The purpose of the MTSS team is to support high quality instruction, enrichment, and intervention matched to student needs by using performance and learning rate over time to make important educational decisions to guide instruction. The MTSS team functions to monitor the progress of all students. It serves to help students meet grade level benchmarks, states in regular education settings and improve long term outcomes. The team uses a problem solving model making decisions based on content area data, data collection forms, anecdotal records and student samples.
The MTSS leadership team includes:
Principal - Anthony Montoto
Assistant Principal - Andrea Frazier
Guidance Counselor - Charlene Stouffer
School Psychologist - Emily Fisher
Social Worker - Veronica Jacques
Academic Coaches - Reading Tara Wood, Jennifer Begley
Academic Resource Teachers - Reading: Lakeyshea Bryant, Math:Brandi Dickens, Writing Teresa Fallis
ESE teacher- Kenya Jones
Representative from the PLCs for Intermediate - Jennifer Begely
Representative from the PLCs for primary - Amy DeGeorge and Joanna Helak
SAC Chair - Debra Johnson
ELP Coordinator - Andrea Frazier
Representatives from the PLCs for each grade level, K-5

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem analysis, Intervention Design and Implementation and Evaluation to :
*Use the problem-solving model when analyzing data:
1. what is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
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*Identify the problem (based on an analysis of the data dis-aggregated via data sorts) in multiple areas - curriculum content, behavior, and attendance
*Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
*Develop and target interventions based on confirmed hypotheses.
*Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
*Develop grading period or units of instruction/intervention goals that are ambitious, time-bound, and measurable (e.g.SMART goals).
*Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and or enrichment support).
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Title I, Part A
Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant
N/A
Title I, Part DThe district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II
The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless
The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and

extended learning opportunity programs.
Violence Prevention Programs
N/A
Nutrition Programs
N/A
Housing Programs
N/A
Head Start
We utilize information from students in Head Start to transition into Kindergarten.
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Other
N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Anthony Montoto	Principal

Duties

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

Evaluation of last year's school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.

Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goal(s), develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.
The SAC committee will be involved in the generation of the Standard and Non-Standard Waiver approvals and the SAC composition form. In addition members of the SAC will construct in collaboration with the School- Based Leadership Team (SBLT), the SAC budget. The SAC committee will be involved in the adoption of the SIP and in mid-year reflection and report. The SAC committee will be involved in overseeing professional development to aid faculty and staff in maintaining fidelity with maintaining SIP goal.
All the steps that are part of the school improvement plan reflect and relate to the areas of curriculum, instruction, assessment and behavior. Input, with time for reflection, was sought from staff and SAC committee to do the analyses of these areas. Using data and all components of the school

improvement plan, the goals of the SAC committee will be directly tied to student achievement progress.

Preparation of the school's annual budget and plan

SAC submits a budget within the SIP to support strategy implementation and/or professional development.

In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

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

School Sponsored Activities - $350
Classroom Materials - $300
Motivational incentives for students - $250

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

We are continuing to recruit SAC members. Additional notifications have been sent home via the school newsletter and/or flyers.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Montoto, Anthony	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP. Members include:
Principal
Assistant Principal
Reading Coach/Resource Teacher

ESE Teacher
ELL Representative
Grade Level Representatives
The principal is the LLT (ILT) chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The LLT (ILT) is grounded in a shared or distributive leadership model where content teachers, the reading coach, instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus.

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

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings
Core Beliefs:
• No school can help all students achieve at high levels if teachers work in isolation.
• Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
• PLCs measure their effectiveness on the basis of results rather than intentions.
• All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
• All staff members receive relevant and timely information on their effectiveness in achieving intended results.
• PLC meetings will be regularly scheduled.
Essential Characteristics of a PLC
• Shared mission, vision, values, goals
• Educators in a PLC benefit from clarity regarding their shared purpose, a common
understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
• Collaborative teams focused on learning
• In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.
• Collective inquiry
• Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.
• Action orientation and experimentation
• Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.
• Commitment to Continuous improvement
• Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of:
? Gathering evidence of current levels of student learning
? Developing strategies and ideas to build on strengths and address weaknesses in that learning
? Implementing the strategies and ideas
? Analyzing the impact of the changes to discover what was effective and what was not

? Applying the new knowledge in the next cycle of continuous improvement
• Results orientation
• Educators in a PLC assess their efforts on the basis of tangible results.

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

Teacher Interview Day and Recruitment Fairs occur in June under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/ administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.
The Salary Differential program for identified high needs Title I schools helps to recruit and retain high quality teachers. All new hires must be approved by the District. This program requires teachers to be rated in the "good to excellent" range, be highly qualified for their position, and to have completed, signed and implemented an Individualized Professional Development Plan (IPDP).

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

District based mentors are provided to teachers new to teaching through the EET initiative. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

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

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully implemented in 2013-14. The Common Core (CC) standards may be accessed at: http://www.cpalms.org/Standards/Common_Core_Standards.aspx. These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.
The benchmarks are in the subject areas of mathematics beyond college and career ready (calculus, discrete mathematics, and financial literacy), science, social studies, the arts (dance, music, theatre, and visual arts), health education, physical education, world languages, gifted education and special education skills.
HCPS has, as required by state statute, adopted a comprehensive plan for student progression, which includes standards for evaluating each student's performance, including mastery of the Florida

Standards. The plan also provides specific levels of performance in reading, writing, science, and mathematics at each grade level that includes the levels of performance on statewide assessments (as established by the Commissioner) at which a student must receive remediation or be retained. The HCPS pupil progression plan can be viewed at: http://www.sdhc.k12.fl.us/instruction/StudentProgressionPlan/index.asp.

Pursuant to State law, HCPS Board policies require purchasing current instructional materials so that each student has a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for grades K-12. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school. These purchases shall be for instructional materials included on the State-adopted list, except as otherwise provided in State law, and shall be made within the first two years of the adoption cycle. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school.

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

HCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework as defined by Florida.

PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-Rt/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The RtI/MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows:

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings

Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports

The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

I. Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they

do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

HCPS offers a variety of programs designed to meet the diverse needs of students. In Elementary School these supplemental and enrichment programs include additional time in small teacher-guided groups, computer aided interventions (i.e.iStation, FASTT Math, Dimension U), Extended Learning Time, extended year programs, tutorial support, Math Bowl, Economics Bowl, Tivitz, Fine Arts Festival, Speech Contest, myOn Reader, Battle of the Books, Science Olympics, Magnet Programs, Hillsborough Robots Challenge, and Geography Bee. In Middle and High Schools, these supplemental and enrichment programs include SpringBoard reading support, computer aided interventions (myOn reader, Dimension U), Tutorial support, Robotics, Science Olympiad, AVID, Advanced Placement, IB, Dual Enrollment, Grade Enhancement Courses, Career Pathways, Program Completers, Industry Certfications, Magnet Programs, credit recovery, and extended year programs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Ed- Venture is an afternoon program funded through Title I. Every student receives extented core instruction until 3:30 and the opportunity to participate in small group instruction/enrichment activity for an additional hour. Ed-Venture has been designed to address our students' social, physical, and intellectual needs. The program is structured, but also allows children the freedom to choose and participate in a variety of activities. The program includes academic support, recreational activities, and enrichment opportunities.
Additional instruction in reading as required by statute.

Strategy Rationale

Provide additional academic and enrichment activities for students
School's inclusion in the Low 300

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Montoto, Anthony, anthony.montoto@sdhc.k12.fl.us

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

Data is collected and analyzed to determine the effectiveness of Ed-venture through standardized test scores such as FCAT, FAIR, SAT on a regular basis by teachers, administrators, and resource personnel. We determine the effectiveness of the implemented strategies by observed application of the strategies through administrative and academic coaches walkthroughs.
For additional reading - EasyCBM, FAIR, iReady progress reports, ELA interim assessments –
Data will be analyzed after each assessment in cooperation with district ELA team

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading. The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several

Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment will be administered at the start and end of the VPK program. A copy of these assessments will be mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.
SEE: HCPS Pupil Progression Plan
Students are programmed & scheduled appropriately through clear communication with feeder schools, utilizing district scheduling guidelines, At- Risk lists, and early warning systems based on a student's need for support.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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.   Student achievement will increase when students are engaged in rigorous tasks during core instruction that are differentiated to meet each students' needs and their behavioral needs are met through a positive behavior support system.

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. Student achievement will increase when students are engaged in rigorous tasks during core instruction that are differentiated to meet each students' needs and their behavioral needs are met through a positive behavior support system. 1a

Targets Supported 1b

G074186

Indicator	Annual Target
AMO Reading - All Students	
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
AMO Math - All Students	
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Resource Team
- TIP Training
- District Support
- Professional Development at Staff Meetings
-

Targeted Barriers to Achieving the Goal 3

- Teacher Knowledge
- Lack of consistent implementation with fidelity.

Plan to Monitor Progress Toward G1. 8

Implementation in the classroom of strategies addressed in professional development, increased student achievement

Person Responsible
Anthony Montoto

Schedule
Monthly, from 8/11/2015 to 6/10/2016

Evidence of Completion
PLC logs, classroom observation data, student achievement data (EasyCBM, FAIR, common assessments)

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. Student achievement will increase when students are engaged in rigorous tasks during core instruction that are differentiated to meet each students' needs and their behavioral needs are met through a positive behavior support system. 1

🔑 G074186

G1.B1 Teacher Knowledge 2

🔑 B193678

G1.B1.S1 Administrative Expectation that teachers provide engaging, rigorous tasks that are differentiated for students 4

🔑 S205227

Strategy Rationale

Action Step 1 5

Adminstration will relay expectations for professional development to teacher leaders to define and explain to teachers during pre-planning.

Person Responsible

Monica Barber

Schedule

On 6/10/2016

Evidence of Completion

Agenda

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

Resource Coaches will provide data to administrations and teacher leaders about individual teacher attendance.

Person Responsible

jennifer Begley

Schedule

Quarterly, from 8/11/2015 to 6/10/2016

Evidence of Completion

Teacher Attendance List

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

Teacher attendance data will show a variety of teachers across grade levels attending professional development.

Person Responsible

Monica Barber

Schedule

Quarterly, from 8/11/2015 to 6/10/2016

Evidence of Completion

PD attendance data

G1.B1.S2 Strategtic Scheduling 4

S205228

Strategy Rationale

Action Step 1 5

PSLT will develop a long term plan for professional development including, whole group, small group, plc, and individual needs.

Person Responsible

Anthony Montoto

Schedule

On 6/10/2016

Evidence of Completion

Master Schedule, Coach Log, and Sign-In Sheets

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

Resource teachers and team leaders will monitor attendance through collaboration conversations at plcs and planning sessions.

Person Responsible

jennifer Begley

Schedule

Evidence of Completion

PLC Logs, PD attendance data

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

PLC logs will show the steps teachers are taking to include professional development strategies in their planning and teaching.

Person Responsible

jennifer Begley

Schedule

Evidence of Completion

PLC Logs

G1.B1.S3 Professional Development 4

🔑 S205229

Strategy Rationale

Action Step 1 5

Teachers will utilize strategies learned during professional development in their classrooms to increase student acheivement.

Person Responsible

Anthony Montoto

Schedule

Daily, from 8/11/2015 to 6/10/2016

Evidence of Completion

Coach Logs, Lesson Plans, and Walkthrough Checklist

Plan to Monitor Fidelity of Implementation of G1.B1.S3 [6]

Administration will walk through freqeuntly to ensure professional development strategies are implemented in the classroom.

Person Responsible

Anthony Montoto

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Walkthrough Checklist, observation data

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

Teacher implementation of professional development strategies and needs for professional development.

Person Responsible

Monica Barber

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Walkthrough Checklist, observation data, student achievement data (EasyCBM, FAIR, common assessments)

G1.B3 Lack of consistent implementation with fidelity. [2]

B193680

G1.B3.S1 Provide consistent implementation of positive behavior support. [4]

S205231

Strategy Rationale

To reduce barrier.

Action Step 1 [5]

Provide professional development in a positive behavior support.

Person Responsible

Anthony Montoto

Schedule

Monthly, from 8/11/2015 to 6/10/2016

Evidence of Completion

Evidence of professional development.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 [6]

Monitor fidelity of professional development.

Person Responsible

Anthony Montoto

Schedule

Monthly, from 8/11/2015 to 6/11/2016

Evidence of Completion

Evidence of professional development.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Increase in teachers implementing the positive behavior plan.

Person Responsible

Anthony Montoto

Schedule

Weekly, from 8/11/2015 to 6/10/2016

Evidence of Completion

Walk-through data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Adminstration will relay expectations for professional development to teacher leaders to define and explain to teachers during pre-planning.	Barber, Monica	8/11/2015	Agenda	6/10/2016 one-time
G1.B1.S2.A1	PSLT will develop a long term plan for professional development including, whole group, small group, plc, and individual needs.	Montoto, Anthony	8/11/2015	Master Schedule, Coach Log, and Sign-In Sheets	6/10/2016 one-time
G1.B1.S3.A1	Teachers will utilize strategies learned during professional development in their classrooms to increase student achievement.	Montoto, Anthony	8/11/2015	Coach Logs, Lesson Plans, and Walkthrough Checklist	6/10/2016 daily
G1.B3.S1.A1	Provide professional development in a positive behavior support.	Montoto, Anthony	8/11/2015	Evidence of professional development.	6/10/2016 monthly
G1.MA1	Implementation in the classroom of strategies addressed in professional development, increased student achievement	Montoto, Anthony	8/11/2015	PLC logs, classroom observation data, student achievement data (EasyCBM, FAIR, common assessments)	6/10/2016 monthly
G1.B1.S1.MA1	Teacher attendance data will show a variety of teachers across grade levels attending professional development.	Barber, Monica	8/11/2015	PD attendance data	6/10/2016 quarterly
G1.B1.S1.MA1	Resource Coaches will provide data to administrations and teacher leaders about individual teacher attendance.	Begley, jennifer	8/11/2015	Teacher Attendance List	6/10/2016 quarterly
G1.B3.S1.MA1	Increase in teachers implementing the positive behavior plan.	Montoto, Anthony	8/11/2015	Walk-through data.	6/10/2016 weekly
G1.B3.S1.MA1	Monitor fidelity of professional development.	Montoto, Anthony	8/11/2015	Evidence of professional development.	6/11/2016 monthly
G1.B1.S2.MA1	PLC logs will show the steps teachers are taking to include professional development strategies in their planning and teaching.	Begley, jennifer	8/11/2014	PLC Logs	one-time
G1.B1.S2.MA1	Resource teachers and team leaders will monitor attendance through collaboration conversations at plcs and planning sessions.	Begley, jennifer	8/11/2014	PLC Logs, PD attendance data	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1	Teacher implementation of professional development strategies and needs for professional development.	Barber, Monica	8/19/2014	Walkthrough Checklist, observation data, student achievement data (EasyCBM, FAIR, common assessments)	6/5/2015 weekly
G1.B1.S3.MA1	Administration will walk through freqeuntly to ensure professional development strategies are implemented in the classroom.	Montoto, Anthony	8/19/2014	Walkthrough Checklist, observation data	6/5/2015 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. Student achievement will increase when students are engaged in rigorous tasks during core instruction that are differentiated to meet each students' needs and their behavioral needs are met through a positive behavior support system.

G1.B1 Teacher Knowledge

G1.B1.S2 Strategtic Scheduling

PD Opportunity 1

PSLT will develop a long term plan for professional development including, whole group, small group, plc, and individual needs.

Facilitator

Coaches, Resource Teachers, On The Ground Coaches, District Personnel

Participants

Classroom Teachers

Schedule

On 6/10/2016

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	Adminstration will relay expectations for professional development to teacher leaders to define and explain to teachers during pre-planning.	$0.00
2	G1.B1.S2.A1	PSLT will develop a long term plan for professional development including, whole group, small group, plc, and individual needs.	$0.00
3	G1.B1.S3.A1	Teachers will utilize strategies learned during professional development in their classrooms to increase student acheivement.	$0.00
4	G1.B3.S1.A1	Provide professional development in a positive behavior support.	$0.00
		Total:	$0.00