Castle Hill Elementary School

2015-16 School Improvement Plan

Castle Hill Elementary School

2640 NW 46TH AVE, Lauderhill, FL 33313

[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	96%

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*	F	D	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 is pending approval by the Broward 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
Priority	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

Castle Hill Elementary strives for outstanding educational excellence.

Provide the school's vision statement

Castle Hill Elementary is dedicated to the mission of educating children to learn to the best of their ability in relationship to their individual needs, and to guide them to grow into productive, responsible citizens. We will challenge students to read more, to enhance their writing skills, to develop problem solving skills and to broaden their knowledge of scientific concepts. Our goal is to maintain parent and community involvement through consistent communication of school events and parent training activities.

School Environment

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

The faculty reviews the data to determine the school's population. All stakeholders are invited to attend School Improvement meetings and parental involvement activities to collaborate and generate school activities. These activities involve cultural education through field trips, guest speakers, partnerships and clubs. Students are encouraged to share and collaborate in their native language. Interdisciplinary planning is also part of the process to provide experiences and relevance, problem solving and social awareness.

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

We ensure students' safety by providing supervision in strategic areas in the school every morning. Parents and all visitors are required to check in at the front office to obtain a pass; that must be visible at all times. During school hours all classroom doors are locked and any student traveling throughout the building must have a partner with him/her. After hours, all students are escorted by a teacher or a paraprofessional to their designated area: bus area, car riders/ walkers, or the after care program located in the schools cafeteria. Throughout the day we encourage the use of social skill, respect, kindness, and being polite via the staff serving role models for our students. Staff members are highly visible and accessible to students providing encouraging words and motivation. Students are addressed every morning by our Principal and Assistant Principal via our television broadcast. They are reminded to show good character, treat everyone with respect, and to always do their own personal best when it comes to academics.

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

Castle Hill Elementary School is committed to providing an environment, which fosters and builds both academic excellence and good character. During preplanning the schoolwide behavior management plan is reviewed by the faculty and staff. Each teacher is required to develop a progressive classroom management system for his or her classroom with posted rewards and

consequences. The Castle Hill Elementary Guidelines are also posted in a visible location. These guidelines remind students of the expectations in classroom and throughout the building. The behavior management plan outlines addressing student behavior, Level 1 & 2 offenses and referral procedures. Students are encouraged daily to show good character and to make the right choices in all areas of the school.

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

The school ensures that Social Emotional needs of all students are met by providing Mentors from the Mental Health Association via the Listener Program. Selected students are paired with a listener who meets with them once a week for 30 minutes speak to them about various topics to help boost their self-esteem. We also provide counseling services for students in need via the various counseling vendors associated with Broward Public Schools. On the classroom level, new students or students who need extra support are paired with another student for extra assistance and moral support. In addition, the School Counselor meets Social -emotional needs by implementing programs such as the Character Education program, the Peace program, and various classroom activities that promote social-emotional growth.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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/176156.

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

Castle Hill builds and sustains resources through collaborative community networking such as the local businesses and community offices. We collaborate and develop goals to assist with the success of the school for the year. Resources are identified such as services, food, books, etc. Our partners also attend our SAC committee meetings. These goals are monitored through surveys and stakeholder feedback.

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
Fuce-Olivierre, Frances	Principal
Ingram-Phillips, Letitia	Assistant Principal
Trotter, Tennell	Instructional Coach
Hall, Naketris	Instructional Coach
Taylor, Latasha	Instructional Coach

Duties

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

The school-based MTSS Team works collaboratively with the School Improvement Team and School Advisory Committee to develop and implement the School Improvement Plan. Strategies and materials are developed as part of the School Improvement Plan to address the needs of the students. The staff will be trained on the process for identifying and referring students for support. The MTSS team collaborates to facilitates the process in initiating goals for the School Improvement Plan.

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

In order to implement a successful MTSS execution, real-time use of data will be used from district databases such as Virtual Counselor, teacher assessments, walk through logs, and classroom observations will be executed to make decisions for instruction and interventions (data-driven decision-making).

Student data will be reviewed weekly by the grade level teachers during meetings to identify students that need additional interventions. Students that are not responding to the Tier 1 interventions will be evaluated further during data chats with the principal. Further evaluation of the student's data will be addressed during MTSS meeting to determine Tier 2 and Tier 3 interventions. The team will make recommendations based on the individual needs of the student.

Title 1 funds at Castle Hill Elementary School are used to provide supplementary instruction to raise the achievement of students who are failing to meet state standards. Our Title 1 funded personnel are instructional or support staff who directly contribute to the education of our children and parents.

Since our school has more than 95% of students receiving free or reduced priced meals, all Castle Hill Elementary students benefit from Title 1 funding. Title I funds may be spent for items listed below:

*Employee Salaries
*Employee Benefits
*Professional Development
*Equipment/Software
*Library Books
*Instructional Games
*Parent Involvement Classes and Activities
*Classroom Materials and Supplies
*Textbooks
*Travel

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Frances Fuce	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

At the beginning of the school year stakeholders are invited to participate in the development of the School Improvement Plan. Stakeholders first determine through data analysis, where the school is presently and brainstorm goals. This is provided through input from discussions and surveys. Through an on-going process the plan is evaluated and realigned as needed based on the school goals and needs.

Development of this school improvement plan

The committee is involved in an on-going process with developing goals for the school improvement plan. Stakeholders have the opportunity to participate in developing through a collaborative process. In addition, throughout the school year the plan is revisited and revisions are made to the plan to align with current data .

Preparation of the school's annual budget and plan

The SAC committee will make decisions regarding the school improvement funds using the decision making process based on the school improvement goals and school data. The committee will review the data at the beginning of the school year in order to make informed decisions.

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

The funds will be used for the purchase student incentives such as awards, trophies and Principal's lunch for honor roll students ($2000.00) to increase reading skills for instructional use for the students. The remaining funds ($2000.00) will be used to promote literacy such as a story teller or guest speakers for career readiness. The remainder of the funds ($6000) will be used for technology such as ipads.

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
Ingram-Phillips, Letitia	Assistant Principal
Taylor, Latasha	Instructional Coach
Annis, Diana	Instructional Media
Cherubin, Nadine	Instructional Coach
Trotter, Tennell	Instructional Coach
Hall, Naketris	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives will be to increase fluency, vocabulary and writing skills through various reading and writing strategies. Literacy initiatives will also be addressed through the interdisciplinary approach using all areas of the disciplines to increase relevance and rigor in preparing our students for career readiness. The literacy centers will be based on the Daily 5 and student centered activities. Students will participate in a reading incentive program using the Accelerated Reading Program to increase fluency and stamina. The team will review data on monthly basis to make changes to instruction. The Literacy Team will also initiate ways to celebrate reading goals through incentives , student achievement activities and parental involvement.

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

The teachers meet everyday during common planning as well as additional time during the week to plan lessons. During faculty meetings, team building activities help to encourage positive interaction. Monthly social activities such as thematic faculty socials. Professional Learning Communities also provide a forum for teachers to collaborate and share strategies to increase instructional success. Instructional Coaches meet with teachers to discuss grade level specific concerns as well as to provide resources and strategies.

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

* The principal, invites new teachers to a principal's orientation and tour of the school before the year begins.
* The NESS program is initiated for new teachers through the district's orientation program.
* Team Leaders are assigned to mentor new teachers or teachers who are having difficulties. Meetings are scheduled once a week during the school year for the first quarter to address concerns. Then bi-weekly in the last three quarters of the school year. The Assistant Principal collaborates with the team leaders on a monthly basis.
* NESS Coaches are assigned to the teachers based on the grade level and experience. In addition, professional development and Professional Learning Communities are provided on a monthly basis.

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

Teachers new to a grade level or those who may be experiencing difficulties in areas such as classroom management and instructional delivery are provided with a mentor. This is determined by observations and teacher conferences. The experienced teacher assists the mentee by modeling lessons, classroom observations, lesson planning, instructional delivery and parent conferencing.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Leadership Team met during the summer to review the instructional programs for their specific grade level. The coaches assessed if the materials were aligned to the standards. Supplemental materials that teachers want to use must be assessed by administration and the coaches prior to implementation.

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

Teachers plan lessons based on the standards. Students are assessed biweekly on the these standards. Data is evaluated by student and by class. Teachers collaborate on the data results and make modifications to their instruction. Students that do not master the standards are remediated. Students that do not need remediation will receive enrichment.

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: 2,880

Students in K-5 will have and extended day to increase reading instruction.

Strategy Rationale

The additional time on reading skills will increase fluency, stamina and vocabulary.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Fuce-Olivierre, Frances, frances.fuce-ollivierre@browardschools.com

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

Data is collected bi-weekly using researched based assessment materials based on the standards or skill deficiencies for reading and math. Data will be collected on each student in the after school program. This includes attendance, reading and math skills. Teachers discuss the data results and revise instructional plans.

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

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them to the school and the expectations for the coming year. In addition, Open House will be offered to parents to come and visit the classroom and discuss the curriculum. Throughout the school year parents are encouraged to come the parental involvement events and activities. In Pre-K and Head Start, teachers visit the parents at their home for conferences as well as school. Prior to the school year ending parents are invited to a promotion ceremony and are invited to tour the kindergarten classrooms. Kindergarten teachers also discuss the curriculum and the expectations. Community day cares are also informed of this event.

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

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. If we improve assessment and monitoring practices then it will assist in making sound instructional decisions that promote student engagement and improve student learning.

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 improve assessment and monitoring practices then it will assist in making sound instructional decisions that promote student engagement and improve student learning. `1a`

🔍 G074672

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	40.0
FCAT 2.0 Science Proficiency	32.0

Resources Available to Support the Goal `2`

- Professional Learning Community, In-house experts, District Professional Development/ conferences, Literacy Resource Room Model Classroom, Teacher Field Trips

- Data Chats

- Media Center/Media Specialist, Literacy Resource Room, Book Fairs, Scholastic Dollars

- Community Partners, Parent Nights

- E-Books, Listening Stations, Accelerated Reader, iReady

Targeted Barriers to Achieving the Goal `3`

- Monitoring of data to guide instruction

Plan to Monitor Progress Toward G1. `8`

Data collected from iObservation reports and various assessments

Person Responsible
Frances Fuce-Olivierre

Schedule
Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion
Increase in individual student data Increase of the implementation of the strategies provided in professional development

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 =**   **S** = Strategy
                      Barrier

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. If we improve assessment and monitoring practices then it will assist in making sound instructional decisions that promote student engagement and improve student learning. 1

🔍 G074672

G1.B1 Monitoring of data to guide instruction 2

🔍 B195012

G1.B1.S1 Professional Learning Communities 4

🔍 S206604

Strategy Rationale

Professional Learning Communities will focus on effective monitoring strategies and ways to to use data to guide instruction. The PLC will also focus on the implementation of high effect sized Marzano Elements.

Action Step 1 5

Coaches will be modeling and supporting teacher instruction,providing feedback and teacher conferencing.
Coaches will also mentor and provide ongoing monitoring of instruction.

Person Responsible

Latasha Taylor

Schedule

Biweekly, from 10/1/2014 to 5/25/2016

Evidence of Completion

Lesson Plans, Classroom Walkthrough Data, Planning Meetings

Action Step 2 `5`

Unwrapping the Standards
Learning Goals and Scales
On going PLC's to address Rigor in student work
Math centers and fluency

Person Responsible

Letitia Ingram-Phillips

Schedule

Biweekly, from 10/1/2015 to 5/25/2016

Evidence of Completion

iobservation reports, lesson plans, planning meetings

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

Team planning through common planning and PLC/modeling

Person Responsible

Letitia Ingram-Phillips

Schedule

Every 3 Weeks, from 9/2/2015 to 5/25/2016

Evidence of Completion

Lesson Plans iObservation Data Student Feedback Journals Data Chats

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

Mini Assessment Data in all content areas

Person Responsible

Letitia Ingram-Phillips

Schedule

Biweekly, from 9/22/2014 to 5/27/2016

Evidence of Completion

Increases in individual student 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	Coaches will be modeling and supporting teacher instruction,providing feedback and teacher conferencing. Coaches will also mentor and provide ongoing monitoring of instruction.	Taylor, Latasha	10/1/2014	Lesson Plans, Classroom Walkthrough Data, Planning Meetings	5/25/2016 biweekly
G1.B1.S1.A2	Unwrapping the Standards Learning Goals and Scales On going PLC's to address Rigor in student work Math centers and fluency	Ingram-Phillips, Letitia	10/1/2015	iobservation reports, lesson plans, planning meetings	5/25/2016 biweekly
G1.MA1	Data collected from iObservation reports and various assessments	Fuce-Olivierre, Frances	9/1/2015	Increase in individual student data Increase of the implementation of the strategies provided in professional development	6/3/2016 daily
G1.B1.S1.MA1	Mini Assessment Data in all content areas	Ingram-Phillips, Letitia	9/22/2014	Increases in individual student data	5/27/2016 biweekly
G1.B1.S1.MA1	Team planning through common planning and PLC/modeling	Ingram-Phillips, Letitia	9/2/2015	Lesson Plans iObservation Data Student Feedback Journals Data Chats	5/25/2016 every-3-weeks

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 improve assessment and monitoring practices then it will assist in making sound instructional decisions that promote student engagement and improve student learning.

G1.B1 Monitoring of data to guide instruction

G1.B1.S1 Professional Learning Communities

PD Opportunity 1

Coaches will be modeling and supporting teacher instruction,providing feedback and teacher conferencing. Coaches will also mentor and provide ongoing monitoring of instruction.

Facilitator

Letitia Ingram-Phillips

Participants

All teachers K-5

Schedule

Biweekly, from 10/1/2014 to 5/25/2016

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	Coaches will be modeling and supporting teacher instruction,providing feedback and teacher conferencing. Coaches will also mentor and provide ongoing monitoring of instruction.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1461 - Castle Hill Elementary School			$0.00
			Notes: School Accountability funds			
2	G1.B1.S1.A2	Unwrapping the Standards Learning Goals and Scales On going PLC's to address Rigor in student work Math centers and fluency				$0.00
					Total:	$0.00