

Polk County Public Schools

Winter Haven Senior High School



2015-16 School Improvement Plan

Winter Haven Senior High School

600 6TH ST SE, Winter Haven, FL 33880

<http://schools.polk-fl.net/whhs>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	47%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	58%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Every student will receive a quality education. Winter Haven High School will provide a safe haven environment that will provide a foundation in academic excellence, technology and personal growth. Our school, parents and community will work together to assure responsible, successful citizens in a changing world.

Provide the school's vision statement

All students are expected to achieve their maximum potential. Collaborative and creative approaches to solving problems are encouraged. Students will be adept at using current technologies and will become productive citizens who contribute to society as a whole. Students are valued and respected as individuals with unique talents.

School Environment

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

Teachers are encouraged to attend in-service on diversity. Also, they are encouraged to discuss strategies during their Professional Learning Communities to recognize cultural differences of students and ways to build relationships during class time. One method this year of building relationships is during our common block period, Advisory time. Teachers have one class that they are to focus on, and help build relationships and student confidence and test taking strategies.

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

Before, during and after school, administration, teachers and support personnel are positioned throughout the school to supervise students. Administration is visible at lunchtime. There is a trusted environment between students and personnel where they feel comfortable coming forward for help. Students are encouraged to come to adults for help with resolving conflicts with other students including bullying situations.

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

DEN-a classroom used for ISS as well as unresolved dress code violations. Lunch detentions are assigned by teachers for minor infractions. Teachers are encouraged to contact parents for assistance with classroom discipline issues as well as motivating students to complete assignments. Schoolwide guidelines for disciplinary actions with consistent punishments are utilized.

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

5 Guidance counselors-9th grade, 10th grade, upper grades divided by alpha, director helps the new counselors and oversees as well as taking care of dual enrollment
School psychologist comes on Tuesdays and upon request

Crisis team can be called in the event of a crisis situation
 Hearth assists with homeless students.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Monitor students with poor attendance. Parent conference is required and some students are placed on contract for chronic attendance issues. Early warning email from district is used to identify students. Guidance meets with students who are behind in credits to work on a plan for catching up. Level one Reading students are placed in Intensive Reading to provide additional time and support. Students who do not pass the Algebra 1 EOC are placed into Liberal Arts Math and Geometry to provide additional remediation in Algebra in the fall and additional support in the spring on the Geometry topics. Students with multiple suspensions are placed on a behavior plan and sometimes sent out to alternative school when their misbehaviors are chronic or interfere with the education of others.

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
	9	10	11	12	
Attendance below 90 percent	72	102	92	83	349
One or more suspensions	14	16	16	6	52
Course failure in ELA or Math	23	37	32	23	115
Level 1 on statewide assessment	117	148	118	45	428

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

Students are given the opportunity to a part of the Step-Up Academy. This program is a support program for students identified as needing additional assistance and encouragement. Some of these strategies are :

- Frequent calls to parents concerning grades and attendance
- Monitoring of grades with student conferences
- Tutoring after school
- Credit Recovery (E2020) courses offered after school
- Positive Recognition Celebrations

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?

No

PIP Link

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

Description

Keep parents informed of child's progress: The school instructional staff has worked to promote the Parent Portal and the Pinnacle Internet Viewer as a way for parents to have access to their child's grades on a constant basis. Instructional staff communicate with parents/guardians of any students whose grades fall below average. Guidance staff meet with students individually and in groups to discuss academic progress towards graduation and post secondary plans. Several parent meetings are held throughout the year for various groups: 8th grade parent night, 9th grade parent night, AP/ Dual Enrollment Information Night, Open House, Orientation

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

Partnerships are built through our academies. Each academy has an advisory board with local community members. We also have partnered with the Polk Education Partnership whose purpose is to support the local schools. Academic Booster Club exists to raise funds to support our school. Principal and College Career Specialist are active members of the Winter Haven Chamber's Education Committee. The principal is the chair for the education committee.

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
Williams, Gina	Principal
Bush, Jerrilynn	Assistant Principal
Dart, Renee	Assistant Principal
Wiggs, Ricky	Assistant Principal
Smelser, Belinda	Administrative Support
Catrett, Heather	Dean
Hughes, Brian	Dean
Northern, Paula	Dean

Duties

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

Bush/Dart/Wiggs/Catrett, Assistant Principals, see distributed leadership list. Jerrilynn Bush - English, Heather Catrett - Reading Department, Renee Dart -Math Department, and Ricky Wiggs - Science Department. Paula Northern - attendance/discipline/testing/mentor, Brian Hughes - discipline/mentor. Admin Meetings, weekly every Monday morning at 7:30am in the media center conference room. Academic Leadership Team Meetings every Thursday afternoon in the Administration Conference Room.

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 administration meets with the Academic Leadership Team to determine and identify needs. Available resources from various sources are identified and utilized to assist teachers. We also depend on the Academic Booster Club for needs which cannot be met through our budget or for needs that occur when our budget has been exhausted.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michael Sine	Parent
Frances Woodside	Education Support Employee
Janci Hurt	Parent
Talya Miller	Student
Kassia Harris	Parent
JerriLynn Bush	Education Support Employee
Mary Thomson-Marin	Teacher
	Student
Luis Medina	Teacher
Pamela Nejman	Parent
Lisa Dudney	Parent
Veronica Walker	Parent
Renee Parrish	Parent
Mack Horne	Teacher
Gina Williams	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

Review of school data and strategies used. Evaluate and provide perspective on the effectiveness of various strategies. Make recommendations on changes needed.

Development of this school improvement plan

Problems are brought forth and solutions are sought. Plans are revised. SAC must approve final SIP.

Preparation of the school's annual budget and plan

Issues and concerns are brought forth. Requests are made to SAC with reasoning. Williams presents budget to SAC with recommended expenditures. SAC discusses and approves final budget.

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

- Tutoring
- Subs needed for academy teachers while attending state and national contest.
- PD for teachers not covered by other funding sources.
- Supplies for professional development programs.
- Substitutes needed for teachers who are involved in professional development.

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

I believe that we are in compliance. Members are elected from parent/community, staff and students. Additional members are appointed by the principal to achieve the required make-up.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Bush, Jerrilynn	Assistant Principal
Dart, Renee	Assistant Principal
Smelser, Belinda	Instructional Technology
Williams, Gina	Principal
Wiggs, Ricky	Assistant Principal
Catrett, Heather	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy team meets on Thursdays after school. Current data is discussed and analyzed to determine intervention strategies to be utilized.

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

We use common planning time for the "high accountability" areas. Teachers will collaborate together by first pre-planning, then collaborative planning, and then bringing work samples/data to this collaborative planning time. The administrator responsible for this curriculum area will participate and hold teachers accountable within the collaborative planning time. In many of the curriculum areas, there are unit

assessments already accessible for their curriculum area. Teachers will use test data to drive instruction and evaluate teaching methods.

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

School utilizes the RHS system to identify qualified candidates. Through the interview process candidates who are a good fit for our school are identified. Support and assistance is provided to ensure a smooth transition to Winter Haven High School. Due to our school's student minority rate, we have recruited and hired more black teachers to reflect our student population.

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

Teachers new to our school will be mentored by our effective teachers within the same subject area. Administration will coach and monitor all teachers..

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our school utilizes the curriculum maps and standards provided by the local school district. These standards are directly aligned with Florida's standards and were formulated by teacher and district representatives. Through PLC's and informal conferencing our teachers make sure that they are teaching the required standards to ensure student success.

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

Through the use of progress monitoring testing, formative assessments, and data analysis, instructional staff can identify the strengths and weaknesses of students and consequently modify instructional methods and content to provide accessible entry points to all students. Instruction is scaffolded in order to increase base content knowledge while simultaneously developing critical thinking skills.

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: 5,400

After school tutoring

Strategy Rationale

Students who attend tutoring will get better grades in their classes and do better on their exams at the end of the year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dart, Renee, renee.dart@polk-fl.net

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

Number of students who attend as well as how many sessions they attend. Grades for those students.

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

The school has a freshmen academy where 9th grade students are contained within one building for their English, math, and science courses. The 9th graders have their own dean, ESE Facilitator, secretary, and Guidance Counselor. Tenth graders have their own guidance counselor.

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

Hosting representatives from colleges and universities, participation in the Youth Impact Leadership program, community outreach through various school clubs. Through the career academies, students are made aware of various career opportunities in their respective academies. Students also serve in internships and job shadowing with businesses who support and work with our academies. We also offer the ASVAB test which identifies students' interests and aptitudes for various jobs.

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

Agribusiness
Cafe'Bleu (Culinary)
Early Childhood
Academy of Hospitality and Tourism
Gaming/Cybersecurity

Medical Academy
Technobotics

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

This year we are implementing Wall to Wall academies for the 9th grade students. Students' English and math classes are cohorted to include other students with common interests. The four academies will each complete a year-long project. We plan to expand the program to the upper grades one year at a time.

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

Students who are not college ready are encouraged to take appropriate coursework to correct their deficiencies.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will build a coaching plan which will support teachers instructionally and organizationally which will be measured by a decrease in disciplinary actions by 5%.
- G2.** Teachers will keep their grades updated at a minimum of every two weeks to effectively communicate student's academic progress.
- G3.** Administration will monitor teacher instruction to identify areas for needed improvement providing support and feedback to the teacher. This will be measured by teachers' grade distribution and discipline reports.
- G4.** Teachers in accountability areas will have common planning time and will teach the standards by participating in collaborative planning groups for 90 minutes weekly to increase student learning by 5% in each content area.
- G5.** 100% of our students will participate in "Wall to Wall Academies" increasing our student involvement in school as well as the community.

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. We will build a coaching plan which will support teachers instructionally and organizationally which will be measured by a decrease in disciplinary actions by 5%. 1a

G074728

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	95.0

Resources Available to Support the Goal 2

- Administrators, Mentors, District Personnel, Lead Teachers
- Professional Development Opportunities

Targeted Barriers to Achieving the Goal 3

- Convincing veteran teachers resistant to change

Plan to Monitor Progress Toward G1. 8

Administration will be following a monitoring calendar. The leadership team will be collecting data.

Person Responsible

Gina Williams

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Calendar and Data Collection

G2. Teachers will keep their grades updated at a minimum of every two weeks to effectively communicate student's academic progress. 1a

G074729

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 2

- Teacher Leaders to Assist
- Professional Development
- Grade Cam

Targeted Barriers to Achieving the Goal 3

- Staff Resistance

Plan to Monitor Progress Toward G2. 8

Grade Report will be printed every two weeks.

Person Responsible

Jerrilynn Bush

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Grade Report and Parent Contact Log

G3. Administration will monitor teacher instruction to identify areas for needed improvement providing support and feedback to the teacher. This will be measured by teachers' grade distribution and discipline reports. 1a

G074730

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Professional Development
- District Instructional Coaches
- Community Volunteers

Targeted Barriers to Achieving the Goal 3

- Limited time resources.
- Keeping Consistent
- Unexpected/unscheduled Demands

Plan to Monitor Progress Toward G3. 8

Identifying the teachers who need the intervention.

Person Responsible

Gina Williams

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Discipline Reports and Grade Distribution Reports

G4. Teachers in accountability areas will have common planning time and will teach the standards by participating in collaborative planning groups for 90 minutes weekly to increase student learning by 5% in each content area. 1a

G074731

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	90.0

Resources Available to Support the Goal 2

- Technology as available.
- CPalms Website
- Available District Personnel
- Florida DOE Website
- Moodle

Targeted Barriers to Achieving the Goal 3

- Teachers sharing the responsibility and giving input.
- Teachers not buying into collaborative planning and feel they are more efficient planning on their own.
- Inappropriate use of collaborative planning time.

Plan to Monitor Progress Toward G4. 8

Teachers will turn in the pre-planning and collaborative templates to specific administrator responsible for that content area.

Person Responsible

Gina Williams

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Templates

Plan to Monitor Progress Toward G4. 8

Administrator responsible for specific content area will actively participate in collaborate planning meetings.

Person Responsible

Gina Williams

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Minutes from collaborative planning meeting.

G5. 100% of our students will participate in "Wall to Wall Academies" increasing our student involvement in school as well as the community. 1a

G074732

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 2

- Community Support for Academies.
- Teachers who are passionate about their content area.
- Workforce Education Personnel
- Polk State College/Johnson and Wales
- 2College Durendael - High School in Netherlands
- District Personnel

Targeted Barriers to Achieving the Goal 3

- Getting students to buy in to the Wall to Wall Academy concept.
- Community doesn't understand the Wall to Wall Academy program.
- Too many students need remediation and can't take elective courses.

Plan to Monitor Progress Toward G5. 8

The Wall to Wall Academies will develop project-based learning

Person Responsible

Gina Williams

Schedule

Quarterly, from 8/17/2015 to 8/17/2015

Evidence of Completion

Meeting Minutes

Plan to Monitor Progress Toward G5. 8

Quarterly progress update on final project

Person Responsible

Gina Williams

Schedule

Quarterly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Final Project

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. We will build a coaching plan which will support teachers instructionally and organizationally which will be measured by a decrease in disciplinary actions by 5%. **1**

 G074728

G1.B1 Convincing veteran teachers resistant to change **2**

 B195138

G1.B1.S1 Teachers are provided professional development. **4**

 S206751

Strategy Rationale

Veteran teachers will have a better understanding of the instructional process and benefits.

Action Step 1 **5**

Calendar will be created for monitoring and coaching.

Person Responsible

Gina Williams


Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Calendar

G1.B1.S2 There will be communication with the teachers making them aware that their data will be part of their final evaluation. 4

 S206752

Strategy Rationale

Teachers will have a better understanding of how their data effects their evaluation.

Action Step 1 5

Consistent Collection of Data

Person Responsible

Gina Williams

Schedule

Monthly, from 8/24/2015 to 6/9/2016


Evidence of Completion

Data (ex. unit assessments)

G3. Administration will monitor teacher instruction to identify areas for needed improvement providing support and feedback to the teacher. This will be measured by teachers' grade distribution and discipline reports. 1

 G074730

G3.B1 Limited time resources. 2

 B195142

G3.B1.S1 Establish daily or weekly schedules for administrators. 4

 S206754

Strategy Rationale

Improve time management.

Action Step 1 5

The Principal will assign the administrators specific monitoring areas.

Person Responsible

Gina Williams

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Schedules

G4. Teachers in accountability areas will have common planning time and will teach the standards by participating in collaborative planning groups for 90 minutes weekly to increase student learning by 5% in each content area. 1

G074731

G4.B1 Teachers sharing the responsibility and giving input. 2

B195145

G4.B1.S1 Administration will ensure that the "High Accountability" courses will have common planning period. 4

S206757

Strategy Rationale

If teachers have adequate time to plan, they will create productive lesson to increase student achievement.

Action Step 1 5

Master schedule created with "High Accountability" classes with common planning periods.

Person Responsible

Jerrilynn Bush

Schedule

Weekly, from 8/17/2015 to 8/17/2015

Evidence of Completion

Teachers will turn in collaborative lesson planning template

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review the lessons and assessment information submitted by teachers.

Person Responsible

Renee Dart

Schedule

On 1/30/2015

Evidence of Completion

The lesson plans and the assessment data.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Classroom walkthroughs and observations will be used to monitor the use of differentiated instruction strategies and student engagement.

Person Responsible

Gina Williams

Schedule

Monthly, from 11/3/2014 to 4/1/2015


Evidence of Completion

Administration will utilize the Journey system to input walkthroughs and informal and formal observations.

G4.B2 Teachers not buying into collaborative planning and feel they are more efficient planning on their own. 2

 B195146

G4.B2.S1 Administration responsible for the specific content area will participate in the collaborative planning session. 4

 S206759

Strategy Rationale

Administration presence will help coach, motivate and encourage teachers to achieve 100% participation.

Action Step 1 5

District training on new programs

Person Responsible

Jerrilynn Bush

Schedule

On 8/18/2014

Evidence of Completion

Observe teachers utilizing new programs.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Classroom walkthroughs to observe utilization of programs

Person Responsible

Jerrilynn Bush

Schedule

Monthly, from 9/8/2014 to 4/3/2015

Evidence of Completion

Classroom walkthroughs will be used to monitor implementation.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Monitor student engagement as evidenced by classroom walkthroughs

Person Responsible

Jerrilynn Bush

Schedule

Monthly, from 9/1/2014 to 4/3/2015

Evidence of Completion

While doing classroom walkthroughs, administration will monitor student engagement in the classroom.

G4.B3 Inappropriate use of collaborative planning time. 2

B195147

G4.B3.S1 Academic Leadership Team will create a pre-planning template. 4

S206761

Strategy Rationale

Teachers will come prepared to the collaborative planning time so the time will be used effectively.

Action Step 1 5

District will provide training from the Dana center on the new Florida standards.

Person Responsible

Gina Williams

Schedule

On 11/21/2014

Evidence of Completion

not sure

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Lesson plans will show strategies for implementing new standards

Person Responsible

Jerrilynn Bush

Schedule

Monthly, from 11/3/2014 to 4/3/2015

Evidence of Completion

Teachers will create lessons in their PLCs which will show the implementation of the new standards.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Admin will attend the weekly PLCs

Person Responsible

Jerrilynn Bush


Schedule

Weekly, from 10/20/2014 to 4/3/2015

Evidence of Completion

Samples of lessons, classroom observations of new strategies implemented

G4.B3.S2 Academic Leadership Team will create a collaborative planning template to be used at the collaborative planning team meeting. 4

 S206762

Strategy Rationale

Teachers will come prepared to the collaborative planning time so the time will be used effectively.

Action Step 1 5

Teachers will attend a one day guided planning session to unpack the standards and plan a lesson.

Person Responsible

Jerrilynn Bush

Schedule

On 11/21/2014

Evidence of Completion

PLC Norms, Agenda Template, Lesson

Action Step 2 5

Teachers will attend a one day guided planning session to unpack the standards and plan a lesson.

Person Responsible

Jerrilynn Bush

Schedule

On 11/21/2014

Evidence of Completion

PLC Norms, Agenda Template, Lesson

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Admin will conduct training

Person Responsible

Jerrilynn Bush

Schedule

On 11/21/2014

Evidence of Completion

Teachers will create lesson

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Admin will conduct training

Person Responsible

Jerrilynn Bush

Schedule

On 11/21/2014

Evidence of Completion

Teachers will create lesson

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Classroom observations

Person Responsible

Jerrilynn Bush

Schedule

Monthly, from 12/1/2014 to 4/3/2015


Evidence of Completion

Admin will utilize the Journey system to track observations.


G5. 100% of our students will participate in "Wall to Wall Academies" increasing our student involvement in school as well as the community. 1

 G074732

G5.B1 Getting students to buy in to the Wall to Wall Academy concept. 2

 B195148

G5.B1.S1 Organize an 8th grade parent night where all academies are represented. 4

 S206763

Strategy Rationale

To increase awareness of the different academies.

Action Step 1 5

Differentiated Instruction PD

Person Responsible

Renee Dart

Schedule

Monthly, from 9/29/2014 to 12/19/2014

Evidence of Completion

Teachers will turn in 3 lessons showing implementation and collect pre and post test data for one assessment.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Review the lessons and assessment information submitted by teachers.

Person Responsible

Renee Dart

Schedule

On 2/6/2015

Evidence of Completion

Lesson plans and Assessment Data

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Classroom walkthroughs and observations will be used to monitor the use of differentiated instruction strategies and student engagement.

Person Responsible

Gina Williams

Schedule

Monthly, from 11/3/2014 to 4/3/2015

Evidence of Completion

Admin will utilize the Journey system to keep track of walkthroughs and observations.

G5.B2 Community doesn't understand the Wall to Wall Academy program. 2

 B195149

G5.B2.S1 Agile Mind training 4

 S206765

Strategy Rationale

If teachers understand how Agile Mind should be used, then they are likely to implement the program with fidelity.

Action Step 1 5

Professional Development on Agile Mind

Person Responsible

Gina Williams

Schedule

On 8/18/2014

Evidence of Completion

teacher log in to program

Action Step 2 5

Professional Development on Agile Mind

Person Responsible

Gina Williams

Schedule

On 8/18/2014

Evidence of Completion

teacher log in to program

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Classroom observations

Person Responsible

Renee Dart

Schedule

Monthly, from 9/2/2014 to 4/3/2015

Evidence of Completion

Admin will use the Journey system to document classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Classroom observations

Person Responsible

Renee Dart

Schedule

Monthly, from 9/2/2014 to 4/3/2015

Evidence of Completion

Admin will use the Journey system to document classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Reports generated from Agile Mind

Person Responsible

Renee Dart


Schedule

Monthly, from 11/3/2014 to 4/3/2015


Evidence of Completion

Reports on Teacher usage as well as student progress

G5.B3 Too many students need remediation and can't take elective courses. 2

 B195150

G5.B3.S1 Teachers and admin will attend Dana Center Training on new FL Standards 4

 S206766

Strategy Rationale

If teachers and admin understand the shift to the new standards, they will be able to fully implement them.

Action Step 1 5

Attend Dana Center Training

Person Responsible

Gina Williams

Schedule

On 11/21/2014

Evidence of Completion

Lesson plans will reflect new standards

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

classroom observations

Person Responsible

Renee Dart

Schedule

Monthly, from 11/3/2014 to 4/3/2015

Evidence of Completion

Admin will use the Journey system to log classroom observations

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Admin will attend weekly PLCs to monitor implementation

Person Responsible

Renee Dart

Schedule

Biweekly, from 11/3/2014 to 4/3/2015

Evidence of Completion

Lessons will reflect implementation of new standards.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Admin will attend weekly PLCs to monitor implementation

Person Responsible

Renee Dart


Schedule

Biweekly, from 11/3/2014 to 4/3/2015

Evidence of Completion

Lessons will reflect implementation of new standards.

G5.B3.S2 Admin will provide substitutes for teachers to attend a strategic planning day. 4

 S206767

Strategy Rationale

If teachers are given additional time to unpack standards and develop a lesson, then they will implement the new standards.

Action Step 1 5

Teachers will attend a one day guided planning session to unpack the standards and plan a lesson.

Person Responsible

Renee Dart

Schedule

On 11/13/2014

Evidence of Completion

PLC Norms, PLC Agenda template, Lesson Plan

Plan to Monitor Fidelity of Implementation of G5.B3.S2 6

Admin will conduct the training

Person Responsible

Renee Dart

Schedule

On 11/13/2014

Evidence of Completion

Teachers will create a lesson

Plan to Monitor Effectiveness of Implementation of G5.B3.S2 7

Classroom Observations to see if shift has occurred to new standards.

Person Responsible

Renee Dart

Schedule

Monthly, from 12/1/2014 to 4/3/2015

Evidence of Completion

Journey system will be utilized to track classroom observations.

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	Calendar will be created for monitoring and coaching.	Williams, Gina	8/24/2015	Calendar	6/9/2016 monthly
G1.B1.S2.A1	Consistent Collection of Data	Williams, Gina	8/24/2015	Data (ex. unit assessments)	6/9/2016 monthly
G3.B1.S1.A1	The Principal will assign the administrators specific monitoring areas.	Williams, Gina	8/24/2015	Schedules	6/9/2016 weekly
G4.B1.S1.A1	Master schedule created with "High Accountability" classes with common planning periods.	Bush, Jerrilynn	8/17/2015	Teachers will turn in collaborative lesson planning template	8/17/2015 weekly
G4.B2.S1.A1	District training on new programs	Bush, Jerrilynn	8/4/2014	Observe teachers utilizing new programs.	8/18/2014 one-time
G4.B3.S1.A1	District will provide training from the Dana center on the new Florida standards.	Williams, Gina	10/6/2014	not sure	11/21/2014 one-time
G4.B3.S2.A1	Teachers will attend a one day guided planning session to unpack the standards and plan a lesson.	Bush, Jerrilynn	11/18/2014	PLC Norms, Agenda Template, Lesson	11/21/2014 one-time
G5.B1.S1.A1	Differentiated Instruction PD	Dart, Renee	9/29/2014	Teachers will turn in 3 lessons showing implementation and collect pre and post test data for one assessment.	12/19/2014 monthly
G5.B2.S1.A1	Professional Development on Agile Mind	Williams, Gina	8/4/2014	teacher log in to program	8/18/2014 one-time
G5.B3.S1.A1	Attend Dana Center Training	Williams, Gina	10/6/2014	Lesson plans will reflect new standards	11/21/2014 one-time
G5.B3.S2.A1	Teachers will attend a one day guided planning session to unpack the standards and plan a lesson.	Dart, Renee	11/13/2014	PLC Norms, PLC Agenda template, Lesson Plan	11/13/2014 one-time
G4.B3.S2.A2	Teachers will attend a one day guided planning session to unpack the standards and plan a lesson.	Bush, Jerrilynn	11/18/2014	PLC Norms, Agenda Template, Lesson	11/21/2014 one-time
G5.B2.S1.A2	Professional Development on Agile Mind	Williams, Gina	8/4/2014	teacher log in to program	8/18/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Administration will be following a monitoring calendar. The leadership team will be collecting data.	Williams, Gina	8/24/2015	Calendar and Data Collection	6/9/2016 monthly
G2.MA1	Grade Report will be printed every two weeks.	Bush, Jerrilynn	8/24/2015	Grade Report and Parent Contact Log	6/9/2016 biweekly
G3.MA1	Identifying the teachers who need the intervention.	Williams, Gina	8/24/2015	Discipline Reports and Grade Distribution Reports	6/9/2016 weekly
G4.MA1	Teachers will turn in the pre-planning and collaborative templates to specific administrator responsible for that content area.	Williams, Gina	8/17/2015	Templates	6/9/2016 weekly
G4.MA2	Administrator responsible for specific content area will actively participate in collaborate planning meetings.	Williams, Gina	8/17/2015	Minutes from collaborative planning meeting.	6/9/2016 weekly
G4.B1.S1.MA1	Classroom walkthroughs and observations will be used to monitor the use of differentiated instruction strategies and student engagement.	Williams, Gina	11/3/2014	Administration will utilize the Journey system to input walkthroughs and informal and formal observations.	4/1/2015 monthly
G4.B1.S1.MA1	Review the lessons and assessment information submitted by teachers.	Dart, Renee	1/5/2015	The lesson plans and the assessment data.	1/30/2015 one-time
G4.B2.S1.MA1	Monitor student engagement as evidenced by classroom walkthroughs	Bush, Jerrilynn	9/1/2014	While doing classroom walkthroughs, administration will monitor student engagement in the classroom.	4/3/2015 monthly
G4.B2.S1.MA1	Classroom walkthroughs to observe utilization of programs	Bush, Jerrilynn	9/8/2014	Classroom walkthroughs will be used to monitor implementation.	4/3/2015 monthly
G4.B3.S1.MA1	Admin will attend the weekly PLCs	Bush, Jerrilynn	10/20/2014	Samples of lessons, classroom observations of new strategies implemented	4/3/2015 weekly
G4.B3.S1.MA1	Lesson plans will show strategies for implementing new standards	Bush, Jerrilynn	11/3/2014	Teachers will create lessons in their PLCs which will show the implementation of the new standards.	4/3/2015 monthly
G4.B3.S2.MA1	Classroom observations	Bush, Jerrilynn	12/1/2014	Admin will utilize the Journey system to track observations.	4/3/2015 monthly
G4.B3.S2.MA1	Admin will conduct training	Bush, Jerrilynn	11/18/2014	Teachers will create lesson	11/21/2014 one-time
G4.B3.S2.MA1	Admin will conduct training	Bush, Jerrilynn	11/18/2014	Teachers will create lesson	11/21/2014 one-time
G5.MA1	The Wall to Wall Academies will develop project-based learning	Williams, Gina	8/17/2015	Meeting Minutes	8/17/2015 quarterly
G5.MA2	Quarterly progress update on final project	Williams, Gina	8/17/2015	Final Project	6/9/2016 quarterly
G5.B1.S1.MA1	Classroom walkthroughs and observations will be used to monitor the use of differentiated instruction strategies and student engagement.	Williams, Gina	11/3/2014	Admin will utilize the Journey system to keep track of walkthroughs and observations.	4/3/2015 monthly
G5.B1.S1.MA1	Review the lessons and assessment information submitted by teachers.	Dart, Renee	1/5/2015	Lesson plans and Assessment Data	2/6/2015 one-time
G5.B2.S1.MA1	Reports generated from Agile Mind	Dart, Renee	11/3/2014	Reports on Teacher usage as well as student progress	4/3/2015 monthly
G5.B2.S1.MA1	Classroom observations	Dart, Renee	9/2/2014	Admin will use the Journey system to document classroom walkthroughs	4/3/2015 monthly
G5.B2.S1.MA1	Classroom observations	Dart, Renee	9/2/2014	Admin will use the Journey system to document classroom walkthroughs	4/3/2015 monthly
G5.B3.S1.MA1	Admin will attend weekly PLCs to monitor implementation	Dart, Renee	11/3/2014	Lessons will reflect implementation of new standards.	4/3/2015 biweekly
G5.B3.S1.MA1	Admin will attend weekly PLCs to monitor implementation	Dart, Renee	11/3/2014	Lessons will reflect implementation of new standards.	4/3/2015 biweekly
G5.B3.S1.MA1	classroom observations	Dart, Renee	11/3/2014	Admin will use the Journey system to log classroom observations	4/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B3.S2.MA1	Classroom Observations to see if shift has occurred to new standards.	Dart, Renee	12/1/2014	Journey system will be utilized to track classroom observations.	4/3/2015 monthly
G5.B3.S2.MA1	Admin will conduct the training	Dart, Renee	11/13/2014	Teachers will create a lesson	11/13/2014 one-time

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.

G4. Teachers in accountability areas will have common planning time and will teach the standards by participating in collaborative planning groups for 90 minutes weekly to increase student learning by 5% in each content area.

G4.B1 Teachers sharing the responsibility and giving input.

G4.B1.S1 Administration will ensure that the "High Accountability" courses will have common planning period.

PD Opportunity 1

Master schedule created with "High Accountability" classes with common planning periods.

Facilitator

Administration

Participants

Teachers and Administration

Schedule

Weekly, from 8/17/2015 to 8/17/2015

G4.B2 Teachers not buying into collaborative planning and feel they are more efficient planning on their own.

G4.B2.S1 Administration responsible for the specific content area will participate in the collaborative planning session.

PD Opportunity 1

District training on new programs

Facilitator

Ashley Ashley and Diane Plowden

Participants

Reading and ELA teachers

Schedule

On 8/18/2014

G4.B3 Inappropriate use of collaborative planning time.

G4.B3.S1 Academic Leadership Team will create a pre-planning template.

PD Opportunity 1

District will provide training from the Dana center on the new Florida standards.

Facilitator

Cheryl Joe

Participants

teachers and admin

Schedule

On 11/21/2014

G4.B3.S2 Academic Leadership Team will create a collaborative planning template to be used at the collaborative planning team meeting.

PD Opportunity 1

Teachers will attend a one day guided planning session to unpack the standards and plan a lesson.

Facilitator

JerriLynn Bush

Participants

select Reading and ELA teachers

Schedule

On 11/21/2014

PD Opportunity 2

Teachers will attend a one day guided planning session to unpack the standards and plan a lesson.

Facilitator

JerriLynn Bush

Participants

select Reading and ELA teachers

Schedule

On 11/21/2014

G5. 100% of our students will participate in "Wall to Wall Academies" increasing our student involvement in school as well as the community.

G5.B1 Getting students to buy in to the Wall to Wall Academy concept.

G5.B1.S1 Organize an 8th grade parent night where all academies are represented.

PD Opportunity 1

Differentiated Instruction PD

Facilitator

Christina Williamson

Participants

teachers and admin

Schedule

Monthly, from 9/29/2014 to 12/19/2014

G5.B2 Community doesn't understand the Wall to Wall Academy program.

G5.B2.S1 Agile Mind training

PD Opportunity 1

Professional Development on Agile Mind

Facilitator

Joe McNaughten

Participants

math teachers and admin

Schedule

On 8/18/2014

PD Opportunity 2

Professional Development on Agile Mind

Facilitator

Joe McNaughten

Participants

math teachers and admin

Schedule

On 8/18/2014

G5.B3 Too many students need remediation and can't take elective courses.

G5.B3.S1 Teachers and admin will attend Dana Center Training on new FL Standards

PD Opportunity 1

Attend Dana Center Training

Facilitator

Cheryl Joe

Participants

teachers and admin

Schedule

On 11/21/2014

G5.B3.S2 Admin will provide substitutes for teachers to attend a strategic planning day.

PD Opportunity 1

Teachers will attend a one day guided planning session to unpack the standards and plan a lesson.

Facilitator

Winter Haven Administration

Participants

select math teachers

Schedule

On 11/13/2014

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	Calendar will be created for monitoring and coaching.				\$0.00
2	G1.B1.S2.A1	Consistent Collection of Data				\$0.00
3	G3.B1.S1.A1	The Principal will assign the administrators specific monitoring areas.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1142	140-Substitute Teachers	0481 - Winter Haven Senior High Schl	School Improvement Funds		\$0.00
			<i>Notes: Funds to be used to pay substitutes in order to give teachers a day to plan and observe model teachers.</i>			
	1142	140-Substitute Teachers	0481 - Winter Haven Senior High Schl	School Improvement Funds		\$0.00
			<i>Notes: Funds to be used to pay substitutes in order to give teachers a day to plan and observe model teachers.</i>			
4	G4.B1.S1.A1	Master schedule created with "High Accountability" classes with common planning periods.				\$0.00
5	G4.B2.S1.A1	District training on new programs				\$0.00
6	G4.B3.S1.A1	District will provide training from the Dana center on the new Florida standards.				\$0.00
7	G4.B3.S2.A1	Teachers will attend a one day guided planning session to unpack the standards and plan a lesson.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	140-Substitute Teachers	0481 - Winter Haven Senior High Schl	School Improvement Funds		\$0.00
			<i>Notes: Pay for substitutes to cover classes while teacher meet to unpack the standards.</i>			
8	G4.B3.S2.A2	Teachers will attend a one day guided planning session to unpack the standards and plan a lesson.				\$0.00
9	G5.B1.S1.A1	Differentiated Instruction PD				\$0.00
10	G5.B2.S1.A1	Professional Development on Agile Mind				\$0.00
11	G5.B2.S1.A2	Professional Development on Agile Mind				\$0.00
12	G5.B3.S1.A1	Attend Dana Center Training				\$0.00

Budget Data

13	G5.B3.S2.A1	Teachers will attend a one day guided planning session to unpack the standards and plan a lesson.	\$0.00
Total:			\$0.00