

The School District of Lee County

Pelican Elementary School



2016-17 Schoolwide Improvement Plan

Pelican Elementary School

3525 SW 3RD AVE, Cape Coral, FL 33914

<http://pel.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	B	B

**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 Lee 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Pelican Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Through the collaborative efforts of parents, staff, students, and the community, Pelican Elementary develops the emotional, social, academic, and physical potential of every student, enabling them to be respectful, responsible learners achieving their highest potentials.

b. Provide the school's vision statement.

Pelican Elementary is a safe, secure, child-centered school which provides the foundation for career and college readiness for every child.

2. School Environment

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

Teachers and students practice respecting and celebrating cultural differences and individualities through many different activities. Kagan structures are utilized which encourage students to build relationships and work interdependently. Classbuilding activities are conducted frequently in each classroom to allow students and teachers to get to know one another. Students are encouraged to share their personal interests and accomplishments on the daily school news broadcast. Our after-school tutoring program helps teachers build relationships with intervention and enrichment groups. The teacher-to-student ratio in the tutoring program is approximately 1:5. By observing the district recess policy, our students learn to cooperate and share with each other on a daily basis. Students are encouraged to make positive decisions and to respect each other through the school-wide PBS and Second Step programs.

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

Pelican Elementary is a Positive Behavior Support school. Students, staff, and parents are made aware of our school-wide expectations: Practice Responsibility; Exhibit Character; and Show Respect. Staff members model the expectations and students practice them frequently. Students are rewarded with Pelican Bills when they are observed following the expectations. The school staff follows the expectations and all staff members are encouraged to reinforce them and reward them. Students are permitted to spend their Pelican Bills weekly on tangible and intangible rewards. These school-wide expectations create a safe and respectful environment before, during, and after school. Additionally, each classroom teacher implements the Second Step program in their classrooms, which builds skills for social and academic success.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Pelican school-wide expectations are modeled and practiced in every classroom and throughout the school. They are posted throughout the school, and focus on the three expectations as well as bus, PE/recess, and cafeteria expectations. PBS booster sessions and lesson plans are provided to all staff at the beginning of each school year. The PBS team is comprised of members from all grade

levels and departments. Positive behaviors are reinforced by staff giving students Pelican Bills throughout the school day. Students from each classroom who exhibit exceptional behaviors are recognized with Positive Referrals and get to sign the Big Book of Positive Referrals in the office. Students who experience difficulty with following the expectations or classroom procedures are referred to the MTSS Committee. Behavioral Tracking Sheets are utilized to document behaviors and collect data. The MTSS team works to develop interventions to help the students be successful with their behavior.

All teachers have been trained in the Second Step social skills program, which is implemented in each classroom weekly.

d. 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.

Under the guidance of our School Counselor, Pelican students are taught the Character Education word monthly. A "social skill of the week" is shared weekly on the school news. All staff participates in the PBS school-wide incentive program, and all classrooms utilize the Second Step program, as well. Students participate in Kagan team building and class building structures weekly. Select students participate in the Big Brothers/Big Sisters program. The Watch DOGS program encourages fathers from the community and school family to be highly involved in school activities. Students in Tier 2 and 3 of the MTSS process are assigned adult mentors for check-in/check-out The Teen Trendsetters Program allows some of our academically at-risk first, second, and third grade students to be paired up with high school mentors on a weekly basis.

3. Early Warning Systems

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

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

N/A

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Pelican's mission and vision are communicated in the students' planner, which goes to and from school daily, and on the Pelican website. It is also part of the Pelican Press, which is sent home to families monthly. Our primary goals for family and community involvement are to continue the number of activities/functions in which parents can be involved, and to increase the number of parents involved in school activities/functions. Some ways that we intend to meet our goals this school year are: Volunteer Orientation, Volunteer Celebration, Fall Spectacular, Curriculum Nights, Student-led Conference Nights, Jingle Bell Shop, Chick Fil-A Nights, Dairy Queen Family Nights, Pelican 5K, and Book Fair. We will continue to plan fun school-wide functions that are "low pressure activities" to build community. In addition, we plan to reach out to the community for potential volunteers, and encourage parent participation with Pelican bills.

2. 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.

Pelican maintains several community partnerships with local businesses, such as Cape Vineyard Church, Publix, Subway, Domino's, Dairy Queen, and IL Primo. In return for their donations, we thank them in school publications that are seen by parents and the community.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Carter, Edwin	Principal
Corlew, Kelley	Instructional Coach
Gallon, Danielle	Teacher, K-12
Nicol, Anne Marie	Teacher, K-12
Randazzo, Melissa	Teacher, K-12
Robinson, Trisha	Teacher, K-12
Tolson, Larissa	Teacher, K-12
Vidal, Mary Jo	Teacher, K-12
Romano, Brianne	Assistant Principal
Longabardi, Kristy	Teacher, K-12
Humphreys, Jessica	Teacher, K-12
Klages, Meryl	Teacher, K-12
Lukow, Michelle	Teacher, K-12
Cash, Stephanie	Teacher, K-12
Sager, Casie	Teacher, K-12
Pim, Kristi	Teacher, ESE
Marino, Dan	Teacher, K-12

b. Duties

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

Administrative Team:

Ed Carter, Principal

Brianne Romano, Assistant Principal

Kelley Corlew, Reading Specialist

Administrative Team: conducts classroom walk-throughs, targeted observations, formal observations, develops professional development and collaboration for our APPLES teachers and their mentors, provides professional development opportunities, provides instructional leadership throughout PLCs and Leadership Team meetings, establishes committees for content-areas, maintains communication with parents and community through SAC and PTO.

Grade-level Chairpersons:

K- Melissa Randazzo, Larissa Tolson

1- Meryl Klages, Michele Lukow

2- Danielle Gallon, Kristy Longabardi

3-Mary Jo Vidal, Stephanie Cash

4- Jessica Humphreys, Trisha Robinson

5- Casie Carley, Dan Marino

ESE- Kristi Pim

Grade-level chairpersons: distribute academic information from Administrative Team, facilitate data sharing and academic decision making through PLC facilitation, facilitate sharing of best practices and professional development through PLCs.

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

The Leadership Team addresses personnel, instructional, and curricular issues through the Backwards Design process on a monthly basis. Student needs are identified through weekly PLC meetings. Curriculum and instruction is delivered based on best practices, which are determined through PLC data analysis. Based upon student needs, resources are distributed and utilized in order to make the highest impact on student achievement.

In regards to coordinating and supplementing federal, state, and local funds, services, and programs, the SAC is involved with decision making on spending SIP funds based on our school-wide school improvement goals, and holds monthly meetings. Our PTO committee meets monthly and oversees fundraisers and ways to supplement funding for the school. Title II funding is allocated for Thinking Maps training and follow-up implementation for all of Pelican's teachers. Pelican's PECP (after school program) funds are utilized to supplement programs and resources when needed, including our after school tutoring program, which targets the lowest performing 25% of students in Reading and Math and an enrichment program for Science. Individual grade levels are writing grants and/or fundraising for field trips/ hands-on experiences in conjunction with Science curriculum.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Parent
Nina Ramirez	Parent
Ed Carter	Principal
Mary Jo Vidal	Teacher
Kimberly Allen	Education Support Employee
Maureen Nofi	Education Support Employee
Marie Pellechio	Parent
Michael Longabardi	Business/Community
Teresa Heselton	Parent
Nestor Rivera	Parent
Alfred Sosa	Parent
Michelle Grimm	Parent
Carla Campisi	Business/Community
Kelley Corlew	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The plan was presented and approved at the SAC meeting and a follow-up was conducted mid-year and at the end of the school year to share progress toward our goals. Monthly meetings were used to review components of the SIP, such as Parent Involvement.

b. Development of this school improvement plan

SAC Members were invited to collaborate in the creation of the School Improvement Plan. During our first SAC meeting, the SIP was presented and discussed, and approved by SAC members.

c. Preparation of the school's annual budget and plan

Budget will be presented at our second SAC meeting.

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

N/A

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Corlew, Kelley	Instructional Coach
Gallon, Danielle	Teacher, K-12
Robinson, Trisha	Teacher, K-12
Romano, Brianne	Assistant Principal
Cash, Stephanie	Teacher, K-12
Randazzo, Melissa	Teacher, K-12
Longabardi, Kristy	Teacher, K-12
Vidal, Mary Jo	Teacher, K-12
Tolson, Larissa	Teacher, K-12
Klages, Meryl	Teacher, K-12
Lukow, Michelle	Teacher, K-12
Humphreys, Jessica	Teacher, K-12
Marino, Dan	Teacher, K-12
Pim, Kristi	Teacher, ESE
Burtz, Lisa	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Pelican's LLT goals are as follows:

- cross grade level planning for achievement/vertical alignment
- incorporating science and social studies into the ELA block
- collaborate through PLCs to determine best practices and give classroom support to teachers and their students
- attend district Literacy Contact meetings
- attend district Literacy/Phonics trainings and share information with grade levels as needed
- serve as liaisons for Thinking Maps implementation

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

In order to encourage positive working relationships between teachers, common planning time across grade levels is provided. Several grade level assignments were adjusted prior to the school year to provide optimal alignment of teachers within grade levels. A scheduled time and day for PLCs has been provided, as has a designated area for PLC meetings. A team of teachers attended the "Train the Trainers Solution Tree PLC training" during the summer.

The Pelican staff members contributed to the mission, vision, and mantra of the school, and have helped develop norms for faculty meetings and PLCs. Consistency throughout grade levels is required (curriculum, grading practices, homework, lesson planning, sharing of resources, communication to parents).

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

In order to recruit, develop, and retain highly qualified, certified, and effective teachers, the administrative team encourages teachers to take on leadership roles throughout the school. Professional development opportunities are offered monthly throughout the district. A positive school-wide culture has been developed through team-building and staff recognition at meetings. In collaboration with the APPLES program, new teachers are partnered with veteran staff and meet monthly. PLCs encourage collaboration and interdependence throughout grade levels. Grade level teams are encouraged to share best practices and to model best practices for each other. Administrators established interview panels for hiring of new staff, as well.

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

Beginning teachers have been paired with a veteran teacher with Clinical Education certification. All teachers, with an emphasis on new teachers, are being offered professional development training throughout the school year to enhance instructional techniques. APPLES teachers and their mentors will meet monthly to provide guidance and support. The True North Logic system will be utilized for all APPLES participants.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers follow the district's academic plans with fidelity. The academic plans are aligned with the Florida standards. Lesson plans are submitted weekly via OnCourse and are reviewed by Administration to ensure alignment. Florida standards are linked within lesson plans. Compass learning paths that teachers assign/design for students are aligned to the FL standards. Walk-throughs are utilized to observe standards-based teaching. Learning objectives are posted in each classroom. The district's adopted Reading, Math, Science, and Social Studies instructional programs are utilized along with supplemental materials that are aligned with the Florida standards.

b. Instructional Strategies

1. 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.

Academic data analysis begins within PLCs. Grade level teams collaborate to identify best practices, and to determine student academic needs. Standards-based progress monitoring is done using Performance Matters, and Castle. Teachers use grade-level data in STAR, as well as common assessments, to determine needs. Once needs are established, teams work to plan differentiated instruction through centers/small groups, and to plan groups for grade-level-wide SMART time. Many strategies are utilized to meet the diverse needs of students, including: Kagan structures/activities; after school tutoring; and small group instruction. Students are identified as needing additional interventions through our MTSS and ESOL committees, and receive interventions while being progress monitored. Students with behavioral needs are addressed through the PBS committee and the MTSS committee, and receive behavioral interventions through adult mentors and teachers. Social skills counseling may be received through the School Counselor, Behavior Specialist, or School Psychologist.

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

Strategy: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Romano, Brianne, briannemr@leeschools.net

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Incoming Kindergarten students will be administered the FLKRS state assessment, which evaluates the effectiveness of VPK programs. Student orientation is held annually in May for the upcoming school year. Incoming students are screened using the District Screening Tool prior to entering Kindergarten. All parents are invited to Kindergarten curriculum night in the first quarter of school.

Fifth grade students are being prepared for middle school by switching classes/teachers. Teachers are working in teams of two to departmentalize. The curriculum delivery is designed similarly to middle school, in which planning, organization, note taking skills, and graphic organizers as a learning tool are emphasized.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All stakeholders will promote a school climate that provides a safe and secure learning environment.
- G2.** The school will use results of assessments to improve individual student performance and also to improve the instructional program.

Strategic Goals Detail

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

G1. All stakeholders will promote a school climate that provides a safe and secure learning environment.

1a

G083003

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	56.0

Targeted Barriers to Achieving the Goal 3

- Students are less prepared with social skills and coping skills than in the past, creating discipline problems that teachers find frustrating and prohibitive to learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Counselor
- Second Step Program/lessons
- Intervention Specialist
- Behavior Specialist
- PBS program
- small group counseling
- targeted skills groups for social skills
- Intensive Behavior teachers
- PD on strategies learned during summer training - Bella and Romano
- sharing best practices among teachers regarding behavior
- consistent routines and expectations
- standing at doors each morning monitoring hallways
- sending students with buddies
- Class Dojo
- parent conferences/student-led conferences
- making phone calls (for positive and concerning behaviors) as needed
- TEACH training

Plan to Monitor Progress Toward G1. 8

At the beginning of the school year, K-5 students will take the Second Step Pretest, which assesses students' ability to use interpersonal communication skills and their social-emotional competence. The Second Step Posttest will be given to K-5 students at the end of the school year to determine progress towards these goals.

Person Responsible

Anne Marie Nicol

Schedule

Annually, from 8/29/2016 to 5/26/2017

Evidence of Completion

Performance Matters item analysis reports will be reviewed to determine the percentage of mastery for each grade level, and an overall percentage of mastery for the school.

Plan to Monitor Progress Toward G1. 8

School administration will conduct classroom walkthroughs to observe teachers utilizing positive behavior support strategies throughout the day to teach, reinforce, and reward our school-wide expectations. They will also observe classrooms for students who are using positive behavior strategies and Second Step techniques to interact with each other.

Person Responsible

Edwin Carter

Schedule

Every 3 Weeks, from 9/5/2016 to 5/26/2017

Evidence of Completion

classroom walkthrough notes on classroom management

Plan to Monitor Progress Toward G1. 8

Our PBS team will monitor data on student referrals and classroom tracking sheet usage.

Person Responsible

Debra Reese

Schedule

Monthly, from 8/24/2016 to 5/26/2017

Evidence of Completion

PBS meeting notes; office binder of referrals and classroom tracking sheets

Plan to Monitor Progress Toward G1. 8

The MTSS team will review individual student behavior graphs when meeting to review student progress.

Person Responsible

Jan DeMeyer

Schedule

Biweekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Student Improvement Plans for MTSS behavior, student behavior data graphs

G2. The school will use results of assessments to improve individual student performance and also to improve the instructional program. 1a

G083004

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	61.0
Math Gains	61.0

Targeted Barriers to Achieving the Goal 3

- Not all teachers have the same knowledge base in regards to grade level standards, data analysis, data implications, and instructional best practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLCs
- job-embedded professional development
- parent volunteers
- schedule to give common planning time to grade levels
- student performance data
- varied instructional materials
- instructional coaching
- process to monitor fidelity of professional development in classrooms
- teachers that are "experts" in their subject areas
- learning gains data from Castle
- progress monitoring
- STAR data and prescribed teaching/lesson plans
- Compass activities that are driven by STAR data
- Media Center - materials, weekly scheduled time for each class
- Academic Plans from District - standards-based
- SMART time for intervention
- classes leveled so students in class have more common academic needs
- computer programs like "Spelling City", "TenMarks", "Compass"
- Thinking Maps training and implementation
- STEAM night, Curriculum nights for parents
- student-led conferences to help parents monitor progress
- data folders ("Success Trackers")
- Performance Matters standards-based data
- Professional Development Leadership Specialist

Plan to Monitor Progress Toward G2. 8

We will know that the PLC instructional action plans are working to improve individual student performance when we see that students are making individual learning gains on their quarterly progress monitoring tools. We will also see this when we analyze the learning gains reports from the FSA data in ELA and Math.

Person Responsible

Kelley Corlew

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Students will take the STAR Reading and Math progress monitoring assessments in the beginning of the school year, and then at the end of each quarter. We will monitor student learning gains by focusing on Percentile Rank and the Achievement Levels of each individual student at each progress monitoring period. We will know that students are making gains when they are moving into the next achievement level or achievement sub-level. We will also use the report of learning gains from FSA ELA and Math data when it is received.

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

 = Problem Solving Step  S123456 = Quick Key

G1. All stakeholders will promote a school climate that provides a safe and secure learning environment. 1

G083003

G1.B5 Students are less prepared with social skills and coping skills than in the past, creating discipline problems that teachers find frustrating and prohibitive to learning. 2

B220057

G1.B5.S3 Develop professional capacity, with focus on positive behavior strategies, social skills instruction, and how to respond to undesired behaviors in the classroom. 4

S232325

Strategy Rationale

Teachers are experiencing a change in the number of and types of behavioral difficulties within the classrooms, and need strategies on how to deal with these behaviors. Increasing professional capacity of teachers in how to deal with these behaviors and how to teach desired behaviors will decrease misbehavior and increase students' social-emotional competence.

Action Step 1 5

Provide weekly tips on behavior management to all personnel, emphasizing positive behavior support and how to deal with common issues seen in the classrooms.

Person Responsible

Joya Bella

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Emails to school personnel

Action Step 2 5

Provide a Second Step refresher training that reviews key points of the program and emphasizes the importance of implementing the program with fidelity in order to see student growth.

Person Responsible

Anne Marie Nicol

Schedule

On 9/6/2016

Evidence of Completion

Peoplesoft attendance record/inservice report

Action Step 3 5

PBS team members representing each grade level will collaborate regularly to discuss and solve school-wide discipline concerns and to promote positive behavior strategies school-wide.

Person Responsible

Debra Reese

Schedule

Monthly, from 8/4/2016 to 5/26/2017

Evidence of Completion

Outlook calendar meeting notices, PBS meeting minutes

Action Step 4 5

A Discipline/Positive Behavior Support inservice will be conducted during pre-school week, focusing on school-wide behavior goals for our students and research-based strategies that improve student behavior.

Person Responsible

Brianne Romano

Schedule

On 8/4/2016

Evidence of Completion

Peoplesoft attendance record/inservice report

Action Step 5 5

Our School Counselor will implement small group counseling using the Comprehensive Guidance Curriculum, for students who are referred by MTSS, teacher, or parent referral.

Person Responsible

Anne Marie Nicol

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

small group counseling logs, individual student counseling logs

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

PBS team meeting minutes, inservice attendance records, and behavior tip emails will be monitored for completion.

Person Responsible

Brianne Romano

Schedule

Monthly, from 8/4/2016 to 5/26/2017

Evidence of Completion

Peoplesoft attendance records, weekly behavior tip emails., PBS meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Classroom walk-throughs will be conducted to observe the consistent use of positive behavior support strategies within the classrooms.

Person Responsible

Edwin Carter

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teachers will be observed to be using PBS strategies throughout the day. These will be informally observed and also will be reflected in teacher classroom walkthrough data on classroom management.

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Data will be shared at the PBS team meetings to monitor student discipline referrals and classroom behavior tracking sheets.

Person Responsible

Debra Reese

Schedule

Monthly, from 8/24/2016 to 5/26/2017

Evidence of Completion

PBS meeting minutes, discipline referral and classroom tracking sheet record book

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Lesson plans will be reviewed to ensure they contain weekly Second Step lessons.

Person Responsible

Brianne Romano

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Oncourse lesson plans for each classroom teacher

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

The MTSS team will monitor student interventions and their effectiveness for students in Tier 2 or Tier 3 of the MTSS process for behavior.

Person Responsible

Jan DeMeyer

Schedule

Every 6 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

student behavior graphs, MTSS Student Improvement Plans for behavior

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

The School Counselor will keep small group counseling logs to document strategies and students seen.

Person Responsible

Anne Marie Nicol

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

small group counseling logs, individual student logs on file in the counselor's office

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

We will know if our stakeholders are promoting a school climate that provides a safe and secure learning environment if we see our teachers utilizing positive behavior support strategies throughout the day to teach, reinforce, and reward our school-wide expectations. If our strategy is effective, then our PBS team would see student referrals and classroom tracking sheet usage decreasing. Our MTSS team should see positive trends when looking at individual student behavior graphs.

Person Responsible

Brianne Romano

Schedule

On 5/26/2017

Evidence of Completion

teacher walkthroughs, Pelican Bills usage by students, student referral data, classroom tracking sheet data, MTSS graphs for students in Tier 2 or 3 for behavior interventions

G2. The school will use results of assessments to improve individual student performance and also to improve the instructional program. **1**

 G083004

G2.B6 Not all teachers have the same knowledge base in regards to grade level standards, data analysis, data implications, and instructional best practices. **2**

 B220076

G2.B6.S3 Utilize Professional Learning Communities to analyze data and discuss its implications. Share instructional best practices based on data that shows effective instruction, and create instructional plans based on these findings. **4**

 S232328

Strategy Rationale

Teachers are most open to learning best practices from colleagues who are working with students in situations that are similar to their own. By analyzing data as grade-level groups, teachers will be able to see which strategies are working best to help students master standards. PLC teams can develop action plans for instruction by using their collective strengths and learn from each other.

Action Step 1 **5**

Our District Professional Development Leadership Specialist will meet with leadership designees to discuss school-wide data, implications, and professional development opportunities that are needed.

Person Responsible

Kelley Corlew

Schedule

Monthly, from 9/7/2016 to 5/26/2017

Evidence of Completion

monthly meeting minutes

Action Step 2 5

Grade levels will meet as PLCs weekly to analyze data from recent common assessments and utilize Dufour's four critical questions to address student learning gains and plans for instruction.

Person Responsible

Edwin Carter

Schedule

Weekly, from 8/16/2016 to 5/24/2017

Evidence of Completion

grade level PLC meeting minutes

Action Step 3 5

Classes will have a consistent weekly meeting time in the Media Center, that will be used for student check-out and for teacher conferencing with students about their progress monitoring data in reading.

Person Responsible

Lisa Burtz

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Media Center schedule, informal administrative walk-throughs

Action Step 4 5

Students and teachers in grades K-5 will maintain "Success Tracker" student data folders to focus on standards mastery and progress monitoring.

Person Responsible

Brianne Romano

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

individual student data folders, housed in each classroom

Action Step 5 5

Administration Team members will provide for professional development and coaching in areas of need that arise as a result of PLC data analysis.

Person Responsible

Edwin Carter

Schedule

Quarterly, from 8/16/2016 to 5/26/2017

Evidence of Completion

PLC meeting minutes to document need; Peoplesoft inservice records to document PD provided

Plan to Monitor Fidelity of Implementation of G2.B6.S3 6

One or more Administrative Team members (Carter, Romano, Corlew) will attend PLC meetings and will read PLC meeting minutes in order to provide feedback to grade-level facilitators.

Person Responsible

Edwin Carter

Schedule

Weekly, from 8/16/2016 to 5/26/2017

Evidence of Completion

grade level PLC meeting minutes; record of feedback notes from Admin Team to grade-level chairpersons/facilitators

Plan to Monitor Fidelity of Implementation of G2.B6.S3 6

The Principal and Assistant Principal will monitor usage of Success Trackers and student data folders during classroom walkthroughs and during student-led conferences.

Person Responsible

Edwin Carter

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

teacher walkthrough notes, student Success Tracker folders

Plan to Monitor Fidelity of Implementation of G2.B6.S3 6

The Administrative Team will monitor Media Center classroom visits and student AR reading goals and progress to determine fidelity with weekly Media Center visits and student conferences regarding reading progress.

Person Responsible

Brianne Romano

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Renaissance Place reports of student record books and goals; Media Center schedule calendar

Plan to Monitor Effectiveness of Implementation of G2.B6.S3 7

We will know if our PLCs are focusing on the use of assessments to improve student performance and the instructional program if we see our grade-level teams analyzing the data and then taking the information from the data to change or differentiate their instruction based on the students' needs. We will also know the strategy is effective if we see that our teachers are sharing information on their instructional strategies that assisted in their students' mastery of standards.

Person Responsible

Edwin Carter

Schedule














Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC meeting minutes that document data used and instructional strategies discussed; progress monitoring checklists or data tools that show student progress

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B5.S3.A4 A297243	A Discipline/Positive Behavior Support inservice will be conducted during pre-school week, focusing...	Romano, Brianne	8/4/2016	Peoplesoft attendance record/inservice report	8/4/2016 one-time
G1.B5.S3.A2 A297241	Provide a Second Step refresher training that reviews key points of the program and emphasizes the...	Nicol, Anne Marie	9/6/2016	Peoplesoft attendance record/inservice report	9/6/2016 one-time
G2.B6.S3.A2 A297246	Grade levels will meet as PLCs weekly to analyze data from recent common assessments and utilize...	Carter, Edwin	8/16/2016	grade level PLC meeting minutes	5/24/2017 weekly
G1.MA1 M300993	At the beginning of the school year, K-5 students will take the Second Step Pretest, which assesses...	Nicol, Anne Marie	8/29/2016	Performance Matters item analysis reports will be reviewed to determine the percentage of mastery for each grade level, and an overall percentage of mastery for the school.	5/26/2017 annually
G1.MA2 M300994	School administration will conduct classroom walkthroughs to observe teachers utilizing positive...	Carter, Edwin	9/5/2016	classroom walkthrough notes on classroom management	5/26/2017 every-3-weeks
G1.MA3 M300995	Our PBS team will monitor data on student referrals and classroom tracking sheet usage.	Reese, Debra	8/24/2016	PBS meeting notes; office binder of referrals and classroom tracking sheets	5/26/2017 monthly
G1.MA4 M300996	The MTSS team will review individual student behavior graphs when meeting to review student...	DeMeyer, Jan	9/5/2016	Student Improvement Plans for MTSS behavior, student behavior data graphs	5/26/2017 biweekly
G2.MA1 M301001	We will know that the PLC instructional action plans are working to improve individual student...	Corlew, Kelley	8/22/2016	Students will take the STAR Reading and Math progress monitoring assessments in the beginning of the school year, and then at the end of each quarter. We will monitor student learning gains by focusing on Percentile Rank and the Achievement Levels of each individual student at each progress monitoring period. We will know that students are making gains when they are moving into the next achievement level or achievement sub-level. We will also use the report of learning gains from FSA ELA and Math data when it is received.	5/26/2017 quarterly
G1.B5.S3.MA1 M300986	We will know if our stakeholders are promoting a school climate that provides a safe and secure...	Romano, Brianne	8/4/2016	teacher walkthroughs, Pelican Bills usage by students, student referral data, classroom tracking sheet data, MTSS graphs for students in Tier 2 or 3 for behavior interventions	5/26/2017 one-time
G1.B5.S3.MA1 M300987	PBS team meeting minutes, inservice attendance records, and behavior tip emails will be monitored...	Romano, Brianne	8/4/2016	Peoplesoft attendance records, weekly behavior tip emails., PBS meeting minutes	5/26/2017 monthly
G1.B5.S3.MA3 M300988	Classroom walk-throughs will be conducted to observe the consistent use of positive behavior...	Carter, Edwin	8/10/2016	Teachers will be observed to be using PBS strategies throughout the day. These will be informally observed and also will be reflected in teacher classroom walkthrough data on classroom management.	5/26/2017 every-3-weeks
G1.B5.S3.MA4 M300989	Data will be shared at the PBS team meetings to monitor student discipline referrals and classroom...	Reese, Debra	8/24/2016	PBS meeting minutes, discipline referral and classroom tracking sheet record book	5/26/2017 monthly
G1.B5.S3.MA5 M300990	Lesson plans will be reviewed to ensure they contain weekly Second Step lessons.	Romano, Brianne	8/22/2016	Oncourse lesson plans for each classroom teacher	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S3.MA6  M300991	The MTSS team will monitor student interventions and their effectiveness for students in Tier 2 or...	DeMeyer, Jan	8/10/2016	student behavior graphs, MTSS Student Improvement Plans for behavior	5/26/2017 every-6-weeks
G1.B5.S3.MA7  M300992	The School Counselor will keep small group counseling logs to document strategies and students seen.	Nicol, Anne Marie	8/15/2016	small group counseling logs, individual student logs on file in the counselor's office	5/26/2017 weekly
G1.B5.S3.A1  A297240	Provide weekly tips on behavior management to all personnel, emphasizing positive behavior support...	Bella, Joya	9/26/2016	Emails to school personnel	5/26/2017 weekly
G1.B5.S3.A3  A297242	PBS team members representing each grade level will collaborate regularly to discuss and solve...	Reese, Debra	8/4/2016	Outlook calendar meeting notices, PBS meeting minutes	5/26/2017 monthly
G1.B5.S3.A5  A297244	Our School Counselor will implement small group counseling using the Comprehensive Guidance...	Nicol, Anne Marie	8/10/2016	small group counseling logs, individual student counseling logs	5/26/2017 daily
G2.B6.S3.MA1  M300997	We will know if our PLCs are focusing on the use of assessments to improve student performance and...	Carter, Edwin	8/15/2016	PLC meeting minutes that document data used and instructional strategies discussed; progress monitoring checklists or data tools that show student progress	5/26/2017 monthly
G2.B6.S3.MA1  M300998	One or more Administrative Team members (Carter, Romano, Corlew) will attend PLC meetings and will...	Carter, Edwin	8/16/2016	grade level PLC meeting minutes; record of feedback notes from Admin Team to grade-level chairpersons/facilitators	5/26/2017 weekly
G2.B6.S3.MA3  M300999	The Principal and Assistant Principal will monitor usage of Success Trackers and student data...	Carter, Edwin	8/22/2016	teacher walkthrough notes, student Success Tracker folders	5/26/2017 quarterly
G2.B6.S3.MA4  M301000	The Administrative Team will monitor Media Center classroom visits and student AR reading goals and...	Romano, Brianne	9/5/2016	Renaissance Place reports of student record books and goals; Media Center schedule calendar	5/26/2017 monthly
G2.B6.S3.A1  A297245	Our District Professional Development Leadership Specialist will meet with leadership designees to...	Corlew, Kelley	9/7/2016	monthly meeting minutes	5/26/2017 monthly
G2.B6.S3.A3  A297247	Classes will have a consistent weekly meeting time in the Media Center, that will be used for...	Burtz, Lisa	8/22/2016	Media Center schedule, informal administrative walk-throughs	5/26/2017 weekly
G2.B6.S3.A4  A297248	Students and teachers in grades K-5 will maintain "Success Tracker" student data folders to focus...	Romano, Brianne	8/15/2016	individual student data folders, housed in each classroom	5/26/2017 biweekly
G2.B6.S3.A5  A297249	Administration Team members will provide for professional development and coaching in areas of need...	Carter, Edwin	8/16/2016	PLC meeting minutes to document need; Peoplesoft inservice records to document PD provided	5/26/2017 quarterly

V. Professional Development Opportunities

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

G1. All stakeholders will promote a school climate that provides a safe and secure learning environment.

G1.B5 Students are less prepared with social skills and coping skills than in the past, creating discipline problems that teachers find frustrating and prohibitive to learning.

G1.B5.S3 Develop professional capacity, with focus on positive behavior strategies, social skills instruction, and how to respond to undesired behaviors in the classroom.

PD Opportunity 1

Provide a Second Step refresher training that reviews key points of the program and emphasizes the importance of implementing the program with fidelity in order to see student growth.

Facilitator

Sara Thompson, Prevention Specialist, Student Services

Participants

all instructional personnel

Schedule

On 9/6/2016

PD Opportunity 2

A Discipline/Positive Behavior Support inservice will be conducted during pre-school week, focusing on school-wide behavior goals for our students and research-based strategies that improve student behavior.

Facilitator

Brianne Romano, Joya Bella

Participants

all instructional personnel

Schedule

On 8/4/2016

G2. The school will use results of assessments to improve individual student performance and also to improve the instructional program.

G2.B6 Not all teachers have the same knowledge base in regards to grade level standards, data analysis, data implications, and instructional best practices.

G2.B6.S3 Utilize Professional Learning Communities to analyze data and discuss its implications. Share instructional best practices based on data that shows effective instruction, and create instructional plans based on these findings.

PD Opportunity 1

Our District Professional Development Leadership Specialist will meet with leadership designees to discuss school-wide data, implications, and professional development opportunities that are needed.

Facilitator

Dr. Karen Serrell, Professional Development and Leadership Specialist

Participants

School administration and leadership designees (Carter, Romano, Corlew, Robinson, Marino, Vidal, Osburn)

Schedule

Monthly, from 9/7/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B5.S3.A1	Provide weekly tips on behavior management to all personnel, emphasizing positive behavior support and how to deal with common issues seen in the classrooms.	\$0.00
2	G1.B5.S3.A2	Provide a Second Step refresher training that reviews key points of the program and emphasizes the importance of implementing the program with fidelity in order to see student growth.	\$0.00
3	G1.B5.S3.A3	PBS team members representing each grade level will collaborate regularly to discuss and solve school-wide discipline concerns and to promote positive behavior strategies school-wide.	\$0.00
4	G1.B5.S3.A4	A Discipline/Positive Behavior Support inservice will be conducted during pre-school week, focusing on school-wide behavior goals for our students and research-based strategies that improve student behavior.	\$0.00
5	G1.B5.S3.A5	Our School Counselor will implement small group counseling using the Comprehensive Guidance Curriculum, for students who are referred by MTSS, teacher, or parent referral.	\$0.00
6	G2.B6.S3.A1	Our District Professional Development Leadership Specialist will meet with leadership designees to discuss school-wide data, implications, and professional development opportunities that are needed.	\$0.00
7	G2.B6.S3.A2	Grade levels will meet as PLCs weekly to analyze data from recent common assessments and utilize Dufour's four critical questions to address student learning gains and plans for instruction.	\$0.00
8	G2.B6.S3.A3	Classes will have a consistent weekly meeting time in the Media Center, that will be used for student check-out and for teacher conferencing with students about their progress monitoring data in reading.	\$0.00
9	G2.B6.S3.A4	Students and teachers in grades K-5 will maintain "Success Tracker" student data folders to focus on standards mastery and progress monitoring.	\$0.00
10	G2.B6.S3.A5	Administration Team members will provide for professional development and coaching in areas of need that arise as a result of PLC data analysis.	\$0.00
Total:			\$0.00