

Okeechobee County School District

Seminole Elementary School



2016-17 Schoolwide Improvement Plan

Seminole Elementary School

2690 NW 42ND AVE, Okeechobee, FL 34972

<http://seminoleelementaryschool.sites.thedigitalbell.com/>

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 KG-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 Okeechobee 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 Seminole 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.

Seminole Elementary provides a high-quality education to a diverse community of learners in a safe, respectful environment where all achieve personal and academic success.

b. Provide the school's vision statement.

Seminole Elementary's ultimate goal for all students is embodied within our Seminole Expectations:

Be Ready

Be Responsible

Be Respectful

2. School Environment

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

Seminole Elementary is committed to building and maintaining strong school-family relationships. This is accomplished through staff interactions with students upon arrival at school which includes a warm greeting at the bus loop and parent drop-off as well as a universal breakfast program which provides a meal at no cost to students. Teachers implement morning ritual techniques such as Threshold from David Lemov's book Teach Like a Champion 2.0 which facilitate interaction and intervention with students before the school day begins. Daily morning announcements are conducted by the principal and assistant principal providing students with Character Counts Education, thoughts for the day, birthday and special recognition. Each team leader serves on the School Leadership Team and has representation on the School Advisory Council, Parent Teacher Organization and Parent Involvement Committee to ensure school programs and activities meet the needs of students and their families.

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

The three tenets of Seminole Elementary - ready, respectful and responsibility --- are the foundations for creating a safe and nurturing school environment. Administrators strive to know each student by maintaining high-visibility in hallways, classrooms and the cafeteria. The custodial staff maintains facilities and grounds that are clean, orderly and inviting. The cafeteria staff ensures all students receive a healthy breakfast, lunch and snack. Teachers structure classrooms with physical arrangements, routines/procedures and learning centers that are easy to navigate, promote group and individual work and engage students in rigorous learning tasks. Accountable Talk systems and Kagan structures are also utilized school-wide to promote cooperation, communication and confidence.

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 Positive Behavior Intervention and Supports (PBIS) system is implemented school-wide under the guidance of the PBIS Team and monitored and supported by the school Discipline Toolkit and

team Discipline Plans. PBIS sets expectations for behavior, consequences for misconduct and rewards for students meeting expectations within the classroom as well as levels of intervention prior to writing discipline referrals. A school-wide color chart system and other tools such as the ClassDojo app connects students, parents and classrooms to help create a positive community for learning and a consistent system to monitor daily student behavior. When discipline referrals are written, school administration utilizes the district's code of student conduct to consistently apply consequences.

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.

The MTSS is the primary process used to meet the social-emotional needs of students. Seminole Elementary provides exceptional student education services for qualifying students and guidance counseling services. The Guidance Counselor also facilitates a variety of services through community agencies that include: anger management, stress and anxiety groups, bullying prevention, respect education and Too Cool for Violence.

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?

Yes

1. PIP Link

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

2. Description

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.

Business and community partnerships are built through the concerted efforts of the school principal's work with the Parent Involvement Committee, PTO, SAC and bookkeeper. The principal and bookkeeper maintain a list of charitable organizations, donors and volunteers who have made previous donations and services to the school. Social media and the local newspaper are used to recognize these efforts and the impact on student achievement. In the Fall of each school year, donors and volunteers are invited to meet and greet the principal as well as attend Open House. The list of business and community partners is updated regularly and includes: Church of God of Prophecy, Mi Pueblo Restaurant, Publix, Big Brothers & Big Sisters, Nutmegs, Dunkin Donuts, Raulerson Hospital, Walmart and Serenity Coffee Shop.

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
Jackson, Thelma	Principal
Altman, Sandra	Instructional Coach
Woodham, Bridgette	Teacher, K-12
Ellinger, Erin	Assistant Principal
Gammill, Alyson	Teacher, K-12
Greeson, Lynn	Teacher, K-12
Hubbard, Stephanie	Teacher, K-12
Peaden, Cassie	Teacher, K-12
Porter, Rachel	Teacher, ESE
Prado, Laura	Teacher, K-12
Syples, Kimberly	Teacher, K-12
Walsh, Jacinda	School Counselor

b. Duties

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

The Leadership Team meets monthly with the principal to review and to provide input on decisions regarding school operations, instructional goals, student achievement and professional development. Team leaders guide their teachers in completing teaching and learning plans and discipline plans. Teaching and learning plans articulate the components of each team's instructional blocks, differentiation of instruction, remediation, core and supplemental instructional materials. Team discipline plans define grade-level expectations for behavior, consequences for misconduct and rewards for on-task. Team leaders meet with their teams during one planning period each week for collaborative planning and data analysis. All teams meet with the principal, assistant principal and reading coach at least once per month from 7:45 a.m. - 9:05 a.m. for 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.

Thelma Jackson, Principal - School Leadership Team meetings, Data Chats, Professional Development, PLCs

Erin Ellinger - Asstant Principal - Discipline, Facilities, Student Support Services

Sandy Altman, Reading Coach - PLCs, curriculum and instruction and reading resource room

Jacinda Walsh, Guidance Counselor - IEPs, LEPs, and MTSS

All members serve on the school leadership team, attend leadership team meetings, grade-level team meetings and PLCs. These school leaders also actively participate in decision-making regarding regarding the coordination of federal, state and local funds; school services and programs; fundraising efforts, allocation of resources, budget concerns, general school operations; school committees and student achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Thelma Jackson	Principal
Angela Aguirre	Education Support Employee
Sandy Altman	Parent
Bonnie Burch	Parent
Whitley Burch	Parent
Lasheena Bush	Parent
Julie Castaneda	Parent
Erin Ellinger	Parent
Lynn Greeson	Teacher
Gwendolyn Henry	Parent
Ana Infante	Parent
Zachari Massey	Parent
Celica Mungaray	Parent
Tammy Sweeney	Parent
Ester Tommie	Parent
Adriana Arellano	Business/Community

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 new principal began July 1, 2016 and reviewed the 2015-16 School Improvement Plan with the SAC team on August 30, 2016. SAC membership, responsibilities, bylaws and SIP were reviewed. The new principal presented the 'state of the school' in the form of Success Plan detailing the FLDOE's School Grade designation of a 'D', school and grade-level data, student achievement targets and strategies for improving the school grade in 2016-17.

b. Development of this school improvement plan

The Okeechobee County School District Strategic Plan was designed to provide a framework upon which all school improvement plans are developed and implemented. The Strategic Plan was advertised, open to the public and developed in collaboration with the School Board. The principal participated in the review and update of the Strategic Plan.

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

The annual discretionary budget and Title I budget will be reviewed with SAC, PTO, and the Parent Involvement team.

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

The SAC committee will discuss how school improvement funds will be spent.

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
Jackson, Thelma	Principal
Ellinger, Erin	Assistant Principal
Greeson, Lynn	Teacher, K-12
Altman, Sandra	Instructional Coach

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

The LLT has two primary goals:

1. To increase students' interest in reading through school-wide reads, the Sunshine State Readers and Accelerated Reader (AR) recognition programs.
2. To facilitate the school-wide implementation of the District Reading Plan.

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.

Grade level teachers have a common planning time with administrative expectations for collaboration and instructional planning. Common planning time is conducted a minimum of one time per week. Teams also meet with the principal, assistant principal, reading coach and guidance one time per month. Annually, the school adopts a motivational theme that is placed on school t-shirts that are traditionally worn on a designated day of the week. The 2016-17 theme is: "Everyone has a superhero on the inside of them. You just need the courage to put on the cape." The Sunshine Committee is a school-based social organization that strives to promote positive working relationships through regularly scheduled activities such as

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

Seminole Elementary collaborates with the Director of Human Resources in a effort to recruit develop and retain highly-qualified teachers. The district facilitates teacher recruitment by maintaining an online application platform. Additionally, the school uses Teachers-Teachers.com, university recruitment fairs and social media to locate and recruit highly qualified, certified-in-field and effective teachers. Additionally, current teachers are encouraged to achieve and maintain the status of highly-qualified and certified-in-field teachers.

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

Team leaders serve as mentors to new teachers. The school district is implementing a district-wide Project One mentoring program that provides each new teacher with professional development prior to the start of the school year, a mentor, monthly meetings and ongoing professional development.

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.

The core curriculum, Go Math! and Pearson Reading Street is state approved and aligned to 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.

i-Ready diagnostics and standards mastery assessments, Performance Matters benchmark assessments, Words Their Way and Spelling City will be used to determine the achievement level and individualized needs of students. Data chats and team planning will be used to plan differentiated instruction utilizing i-Ready reading and math diagnostics and phonics assessments.

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: Extended School Day

Minutes added to school year: 10,800

The SELA block provides an additional 60 minutes of ELA instruction that is specifically designed to provide small group instruction driven by i-Ready reading profile groups. The 30 minutes of remediation in the daily teaching schedule provides targeted phonics instruction utilizing Spelling City phonics inventories.

Strategy Rationale

Extended time for ELA instruction will support improved student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jackson, Thelma, thelma.jackson@okee.k12.fl.us

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

i-Ready, Performance Matters and Spelling City phonics inventories.

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.

Seminole Elementary principal and teachers collaborate with Pre-K and middle school programs to discuss the needs, attributes and student achievement data of each cohort of students as transitions occur.

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.

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

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

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.

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.** To increase student achievement through rigorous, standards-based instruction in English Language Arts, math, and science.

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. To increase student achievement through rigorous, standards-based instruction in English Language Arts, math, and science. 1a

 G084340

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	42.0
FSA Mathematics Achievement	54.0
FCAT 2.0 Science Proficiency	22.0

Targeted Barriers to Achieving the Goal 3

- Administrators and teachers are not proficient in supporting and delivering standards-based instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ACHIEVE THE CORE Instructional Practice Guide coaching tool, Beyond the Lesson Discussion Guide, Teaching the Core video lessons and Lesson Planning Tool will be used to plan, observe, and set expectations for instruction aligned to the Florida Standards.

Plan to Monitor Progress Toward G1. 8

The trend data from the observations will be used as evidence.

Person Responsible

Thelma Jackson

Schedule

Weekly, from 9/8/2016 to 5/31/2017

Evidence of Completion

The trend data from the observations will be used as evidence.

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. To increase student achievement through rigorous, standards-based instruction in English Language Arts, math, and science. **1**

 **G084340**

G1.B1 Administrators and teachers are not proficient in supporting and delivering standards-based instruction. **2**

 **B224092**

G1.B1.S1 Provide administrators and teachers with observation and instructional tools to create and implement standards-based lessons. **4**

 **S236480**

Strategy Rationale

By providing administrators with observation tools and teachers with instructional resources, classroom instruction will be effectively supported by administrators to ensure teaching and learning reaches the full intent of the standard.

Action Step 1 **5**

Teachers will meet weekly to develop common lesson plans and monthly Professional Learning Community (PLC) meetings with administration and the Reading Coach for coaching feedback from classroom observational data.

Person Responsible

Thelma Jackson

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Weekly administrative lesson plan reviews and monthly PLC agendas and notes.

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

The Principal, Assistant Principal and Reading Coach will review lesson plans and observe instruction to provided support as needed.

Person Responsible

Thelma Jackson

Schedule

Weekly, from 9/8/2016 to 5/31/2017

Evidence of Completion

During formal and informal observations, the principal, assistant principal and Reading Coach will document the use of standards-aligned instructional practices.

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

During formal and informal observations, the Principal, Assistant Principal and Reading Coach will document the use of standards-based instructional practices.

Person Responsible





Schedule

Weekly, from 9/8/2016 to 5/31/2017

Evidence of Completion

The trend data from the observations will be used as evidence.

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.MA1  M311031	The trend data from the observations will be used as evidence.	Jackson, Thelma	9/8/2016	The trend data from the observations will be used as evidence.	5/31/2017 weekly
G1.B1.S1.MA1  M311029	During formal and informal observations, the Principal, Assistant Principal and Reading Coach will...		9/8/2016	The trend data from the observations will be used as evidence.	5/31/2017 weekly
G1.B1.S1.MA1  M311030	The Principal, Assistant Principal and Reading Coach will review lesson plans and observe...	Jackson, Thelma	9/8/2016	During formal and informal observations, the principal, assistant principal and Reading Coach will document the use of standards-aligned instructional practices.	5/31/2017 weekly
G1.B1.S1.A1  A305039	Teachers will meet weekly to develop common lesson plans and monthly Professional Learning...	Jackson, Thelma	8/15/2016	Weekly administrative lesson plan reviews and monthly PLC agendas and notes.	5/31/2017 weekly

V. Professional Development Opportunities

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

G1. To increase student achievement through rigorous, standards-based instruction in English Language Arts, math, and science.

G1.B1 Administrators and teachers are not proficient in supporting and delivering standards-based instruction.

G1.B1.S1 Provide administrators and teachers with observation and instructional tools to create and implement standards-based lessons.

PD Opportunity 1

Teachers will meet weekly to develop common lesson plans and monthly Professional Learning Community (PLC) meetings with administration and the Reading Coach for coaching feedback from classroom observational data.

Facilitator

Principal, Reading Coach, Assistant Principal

Participants

All K-5 teachers

Schedule

Weekly, from 8/15/2016 to 5/31/2017