Madison Street Academy Of Visual And Performing Arts

2017-18 Schoolwide Improvement Plan

Madison Street Academy Of Visual And Performing Arts

401 NW MARTIN LUTHER KING JR AVE, Ocala, FL 34475

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	62%

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	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

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 Marion 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Madison Street Academy Of Visual And Performing Arts

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The faculty, staff, parents, and business partners of Madison Street Academy of Visual and Performing Arts work together to provide a quality learning environment that ensures success through the integration of the arts, academics, and technology.

b. Provide the school's vision statement.

Madison Street Academy is committed to providing a quality learning environment that ensures success through the integration of the arts, academics, and technology.

2. School Environment

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

The process in which the school is informed about students cultures are through school events, Web Page, Skylert/"Weekly Wednesday" communication, PTA, and SAC Meetings. The school builds teacher/student relationships through community events/performances provided by our students and teachers, professional learning communities and through class building during instructional time.

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

School-wide safety expectations are enforced daily. Faculty, Staff and Safety Patrols are visible during the school day to assist students with their needs.

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.

Madison Street Academy limits classroom distractions through good classroom management strategies, consistency in behavioral consequences, and keeping in constant communication with parents and guardians. Teachers and staff utilize proactive strategies and interventions to help minimize misbehaviors. This process often involves parents which helps prevent formalized behavioral consequences. Teachers are trained on the difference between a classroom managed behavior and an office managed behavior. This empowers teachers and assists in maintaining a positive, but structured classroom environment.

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 guidance counselor is a resource person whom parents and/or students utilize throughout the year. The counselor works with local and state agencies to meet the physical and emotional needs of students. The counselor also facilitates identifying and serving students that have special education needs including gifted.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The following data shows the number of students whom meet attendance below 90%, course failure in ELA/Math and Level 1 on FCAT Assessment.
This section will be updated when we receive new data.

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.

This section does not apply to our school at this time because there are no students exhibiting two or more early warning indicators.

This section will be updated when we receive new data.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

We continue to strive toward 100% parental participation in school activities.

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.

Madison Street Elementary will continue to build relationships with our parents, local businesses, and churches in the community. We are working closely with several businesses who regularly donate supplies, their time, various rewards for staff members and other resources to support our school's mission. Parents are always welcome and encouraged to volunteer their time to support and participate in various programs, projects, and activities that will enhance learning and increase student achievement.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Bennett, Ryan	Principal
Mills, Bret	Dean
Parks, Megan	Assistant Principal
Denesha, Amy	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 school-based MTSS Leadership Team is comprised of the following members:
School principal - expert in disaggregate data, assistant principal - expert in curriculum and instruction, guidance counselor - expert in testing and guidance, ESE teacher - expert in ESE curriculum, expert in diagnosing reading problems and school psychologist - expert in diagnostic testing.

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.

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Unify which allows for easy disaggregation by ethnicity, socio-economics, ELL, ESE, teacher and course. This data includes State/District Assessments (FSA, AimsWeb) as well as local assessments (Learning Checks, Benchmark Assessments, Quarterly Writing Assessments, Document Based Questions, etc.) Unify is also used for teacher comparisons by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State.

Discipline data is housed in the Student Management System(SMS) and can be disaggregated using an internal software (Custom Reports).

Tiered data can be found in Unify where intervention tier is identified and progress monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at

the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of intervention.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Ali Martinez	Parent
Judy Giehl	Teacher
Lela Kerley	Parent
Scott Clark	Parent
Karla Matvejs-Lopez	Parent
Dr. Daniel Jones	Business/Community
Susan Fagan	Education Support Employee
Ryan Bennett	Principal
Kristen Mathis	Parent
Alesha Wilson	Parent
Rebecca Hershberger	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC is part of the overall leadership structure of our school. This team provides a forum for open discussion and problem-solving, SAC gives all stakeholder groups (administrators, parents, students, staff, and the larger community) a real voice in school-based decision-making and the power to influence all aspects of the work of our school. SAC promotes collaboration and understanding and builds support for the school's overall goals as well as individual programs, policies, and initiatives.

b. Development of this school improvement plan

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. The SAC assists the administration in developing and evaluating the School Improvement Plan. They also give assistance with the planning and have a major part in the decision making process of programs.

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

The financial budget will be previewed to determine purchases spent to provide resources indicated by our need assessment goals.

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

SAC had limited funds, but was utilized for purchasing additional resources (Common Core Planning Books) to support teachers with Florida Standards.

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

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

Recruiting Strategies:
• Put a message on Skylert for all parents
• Put announcement in school and classroom newsletters
• Advertise on school website
• Post a sign on our school marquee
• Engage other SAC members in recruiting their friends and neighbors
• Target parents of new students
• Make contact in person, by letter, by email or phone call with our parents
• Hang a banner asking for SAC members
• Develop a SAC recruitment plan

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
Parks, Megan	Assistant Principal
Mills, Bret	Dean
Bennett, Ryan	Principal
Cicione, Jessica	Teacher, K-12
Anderson, Dawn	Teacher, K-12
Counts, Susannah	Teacher, K-12
Carpenter, Dawn	Teacher, K-12
Lamperski, Cari	Teacher, K-12
Roland, Amy	Instructional Media
Ruotolo, Sheila	Teacher, K-12
Swope, Natalie	Teacher, K-12

b. Duties

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

Our literacy team promotes literacy to all stakeholders. First literacy is promoted to our students through quality tier 1 instruction. Our teachers are coached by administration and our Literacy Coach. We model rigorous lessons that are constructed using research based strategies from Learning Focus. As the Literacy Team works with teachers to improve tier 1 instruction, student literacy rates improve. Student literacy is also promoted through the Accelerated Reader and Achieve 3000. Madison's team trains teachers in a variety of programs for intensive intervention and enrichment instruction. Additionally, we provide a forum in which teachers and administration can discuss professional literacy programs, professional development and learning communities.

The Major initiatives are to:
- Make instructional and professional development decisions based on data
- Review student progress in reading
- Promote differentiation of instruction
- Review most recent progress monitoring results
- Analyze assessment data (fluency checks, WSS, AIMSWeb, district assessments)
- Recommend needed resources and/or support
- Review effectiveness of reading program and instructional strategies
- Determine appropriate placement of students in reading program
- Identify areas for professional development

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Madison Street strives to encourage positive working relationships, through PLCs, scheduling collaborative planning for teachers, offering Early Release Luncheons, and through monthly faculty focus meetings.

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

School based administrators participate in MCPS's job fair to recruit highly qualified instructional staff. They also work to create a positive working environment with additional resources (provided through fundraisers) to support the vision and mission of a visual and performing arts magnet school.

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

Teachers are paired together based on experience as well as effectiveness, grade level assignments and proximity within the building. Paired teachers plan collaboratively, share ideas/best practices and attend trainings together. These teachers will offer support as far as procedures at the school and help with vertical alignment.

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 Leadership team and Grade Level Chairs collaborate reviewing item specs, Florida Standards, and Access Points to determine effective instructional resources and teaching strategies to instruct the core curriculum.

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.

Madison Street monitors data through formative and summative assessments. Students are screened using multiple tools that assist us in the purpose of providing differentiated instruction to meet the needs of each student. iReady is a district diagnostic screener that allows us to recognize and place students in appropriate interventions or enrichment groups. QSMA's are provided each nine weeks to determine mastery of standards and teachers formatively assess students through, think pair share, number talks, presentations and differentiated instructional centers. Data from progress monitoring is collected frequently to determine success and to drive teacher's classroom instruction.

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: 1,960

Students are involved with dance, drama, music, art and technology before or after school. These enrichment study enables students to develop skills such as abstract thinking, problem solving, self discipline and teamwork. It enhances self-esteem, builds confidence and encourages respect for others. The enrichment activities are integrated into other curriculum and content areas. It is an important contribution to a well rounded educational system.

Strategy Rationale

At Madison we provide acceleration and exposure through the arts during and after school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mills, Bret, bret.mills@marion.k12.fl.us

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

Data is collected throughout the year to determine if students are progressing. We collect data at the beginning of the year for baseline, then we pull data quartely to determine if students are progressing.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

MCPS provide an Exception Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten. MCPS also provides a Summer VPK Program for all eligible Pre-K students.
FLKRS and ECHOS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these our Pre-K programs.
Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early

Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round Up is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and a Skylert message sent out. A special orientation is provided to all parents of incoming kindergarten and other new students to MSA to give them information regarding school policies and procedures to help orient them to the school. STAGGER START is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one-on-one relationships with students. Students in fifth grade are offered opportunities to attend middle school information sessions both on our campus and as field trips on-site.

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.

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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.

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEAM related experiences. Marion County Public Schools implements the Florida Standards which consist of:
• A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
• Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
• Independent and collaborative research projects embedded in the curricula.
• Collaboration, communication, and critical thinking skills threaded throughout the curricula.
• Real-world, problem-based applications.
• Content rich instruction.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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

[1] = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers receive targeted professional development and collaborate, then teachers will differentiate math and science instruction and the performance of students overall will increase with respect to learning gains and proficiency.

G2.   If we continue to increase student engagement, comprehension of rigorous text, ability to utilize higher level thinking, and ability to demonstrate understanding, then the performance of students overall will increase with respect to learning gains and proficiency.

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. If teachers receive targeted professional development and collaborate, then teachers will differentiate math and science instruction and the performance of students overall will increase with respect to learning gains and proficiency. 1a

🔑 G096059

Targets Supported 1b

Indicator	Annual Target
Math Gains	85.0
Math Lowest 25% Gains	85.0
FCAT 2.0 Science Proficiency	95.0

Targeted Barriers to Achieving the Goal 3

- Changes to math curriculum over the past few years have left students with gaps in their math knowledge.

Resources Available to Help Reduce or Eliminate the Barriers 2

- IXL Science

- Professional Learning Communities

- Math and Science focused Professional Development

- iReady Toolbox - Math

- Acaletics Math and Science Quik Piks

Plan to Monitor Progress Toward G1. 8

Observation data, IXL reports, Math QSMA's

Person Responsible
Megan Parks

Schedule
Monthly, from 9/11/2017 to 5/24/2018

Evidence of Completion
Observation data, IXL reports, Math QSMA's

Plan to Monitor Progress Toward G1. 8

Plans to monitor include the monthly collection and review of district/school assessments for both targeted content areas.

Person Responsible
Megan Parks

Schedule
On 5/24/2018

Evidence of Completion
Data from district (QSMA's)/school assessments.

G2. If we continue to increase student engagement, comprehension of rigorous text, ability to utilize higher level thinking, and ability to demonstrate understanding, then the performance of students overall will increase with respect to learning gains and proficiency. 1a

🔑 G096060

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	85.0

Targeted Barriers to Achieving the Goal 3

- The change in the state's ELA and writing standards/expectations, at all grade levels, is a shift for both teachers and students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieve3000 K-5

- Professional Development

- Professional Learning Communities

- IXL Reading

Plan to Monitor Progress Toward G2. 8

QSMA data, iReady data, and reports from Achieve 3000 will be used to progress monitor students.

Person Responsible
Megan Parks

Schedule
Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion
Learning Check data, and reports from Achieve 3000, FSA Results

Plan to Monitor Progress Toward G2. 8

Plans to monitor include the monthly collection and review of district/school assessments for both targeted content areas

Person Responsible
Megan Parks

Schedule
Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion
Data from district (QSMA)/school assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

G1. If teachers receive targeted professional development and collaborate, then teachers will differentiate math and science instruction and the performance of students overall will increase with respect to learning gains and proficiency. 1

🔑 G096059

G1.B1 Changes to math curriculum over the past few years have left students with gaps in their math knowledge. 2

🔑 B258613

G1.B1.S1 Grade level collaboration and observations of modeled lessons 4

🔑 S273810

Strategy Rationale

Teachers will be able to better understand and implement how to differentiate math instruction through centers and related projects/learning.

Action Step 1 5

Math will be a focus of training followed by classroom modeling/observations and debriefing of best practices.

Person Responsible

Megan Parks

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

An agenda will outline the academic focus of each PLC along with a notated calendar. Through the implementation of PLC's, teachers will have the opportunity to learn and share strategies/best practices that will be evident in classroom walkthroughs and observations. Scheduled modeled lessons, lesson plans, and debriefing notes - semester. The incorporation of writing in the content area will be evident in the students' content area journals. Science journals will consistently reflect "scientific explanation."

Action Step 2 `5`

Common Board Training

Person Responsible

Ryan Bennett

Schedule

Monthly, from 9/14/2017 to 5/24/2018

Evidence of Completion

Examples of Common Boards posted in the classrooms as well as documentation in the teachers lesson plans. Sign-in sheet from Common Board training on 9/14.

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

Professional Development by grade level based on students' needs

Person Responsible

Megan Parks

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

School-wide and grade level data reviews will occur during the monthly at grade level meetings and at the monthly School-wide Leadership meetings.

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

Teacher observations and reviewing reports (IXL and District Assessments, QSMA's) will monitor effectiveness.

Person Responsible

Megan Parks

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Effectiveness will be monitored through disaggregation of data.

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

Collection of sign-in sheets from PD

Person Responsible

Megan Parks

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Utilize sign-in sheets from PD as evidence of fidelity of implementation of teachers attending the PD.

G1.B1.S2 Math centered professional development. 4

S273811

Strategy Rationale

Time will be spent on professional development in order to effectively differentiate instruction and align instructional materials and delivery to the FL standards. For example, teachers will learn how to use diagnostic reports from IXL to help determine each individualized students' math needs. They also will learn how to implement STEAM based projects.

Action Step 1 5

Utilizing math manipulatives, classroom discussions, and student centered learning to offer problem solving opportunities.

Person Responsible

Megan Parks

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Professional Development by grade level/department scheduled at a minimum monthly. Math will be a focus of training followed by classroom modeling/observations and debriefing of best practices - semester. Provide differentiated learning centers (including teacher led) based on students' needs. STEAM activities based on grade level standards will be planned and implemented quarterly. All 5th grade students will participate in a school-wide science fair. Hands-on manipulatives will be used to provide inquiry-based learning in math and science instruction.

Action Step 2 5

Common Board Training and PD

Person Responsible

Megan Parks

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Examples of Common Boards posted in the classrooms as well as documentation in the teachers lesson plans. Sign-in sheet from Common Board training on 9/14.

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

Observations/walkthroughs and QSMA data

> **Person Responsible**
>
> Megan Parks
>
> **Schedule**
>
> Quarterly, from 8/21/2017 to 5/25/2018
>
> ***Evidence of Completion***
>
> Resources provided to teachers and agenda/planning notes. Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at PLC's. Observations of modeled lessons and scheduled dates on calendar.--semester Through increasing the effectiveness of teaching math, student learning and engagement will be evident in classroom walkthroughs and observations.--quarterly Effectiveness will be monitored through disaggregation of data Science journals will consistently reflect "scientific explanation." Lesson Plans will notate specifics regarding differentiation.

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

Sign in sheets to professional development courses, observations, walkthroughs

> **Person Responsible**
>
> Megan Parks
>
> **Schedule**
>
> Monthly, from 8/14/2017 to 5/25/2018
>
> ***Evidence of Completion***
>
> Data reports from Think Central, IXL, and Math Learning Checks will reveal data on student progress.

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

Collection of sign-in sheets from PD

Person Responsible

Megan Parks

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Utilize sign-in sheets from PD as evidence of fidelity of implementation of teachers attending the PD.

G2. If we continue to increase student engagement, comprehension of rigorous text, ability to utilize higher level thinking, and ability to demonstrate understanding, then the performance of students overall will increase with respect to learning gains and proficiency. `1`

🔑 G096060

G2.B1 The change in the state's ELA and writing standards/expectations, at all grade levels, is a shift for both teachers and students. `2`

🔑 B258614

G2.B1.S1 Time will be spent on professional development in order to effectively differentiate instruction and align instructional materials and delivery to the FL standards. `4`

🔑 S273812

Strategy Rationale

Teachers will be more confident in effectively teaching document-based writing strategies. The use of higher-level questions will promote response to text. Teachers will also be calibrated in scoring writing.
Writing in every content area will help students apply their writing skills and help demonstrate their understanding of the content.

Action Step 1 `5`

Professional Development scheduled by grade level/department.

Person Responsible

Megan Parks

Schedule

Monthly, from 8/23/2017 to 5/25/2018

Evidence of Completion

Resources provided to teachers and agenda/planning notes

Action Step 2 `5`

Common Board training and PD

Person Responsible

Ryan Bennett

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Examples of Common Boards posted in the classrooms as well as documentation in the teachers lesson plans. Sign-in sheet from Common Board training on 9/14.

Action Step 3 `5`

Parent Book Study to support academic success.

Person Responsible

Amy Denesha

Schedule

Monthly, from 10/23/2017 to 5/14/2018

Evidence of Completion

Book study sign-in sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Scheduled modeled lessons, lesson plans, and debriefing notes will be reviewed monthly.

Person Responsible

Megan Parks

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at PLC's and Tier Talks.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Teacher observation and walkthroughs will be utilized to monitor effectiveness. Learning Checks will be reviewed as well.

Person Responsible

Megan Parks

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at Professional Development Sessions.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Collection of sign-in sheets from PD

Person Responsible

Megan Parks

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Utilize sign-in sheets from PD as evidence of fidelity of implementation of teachers attending the PD.

G2.B1.S2 Grade level collaboration and observations of modeled lessons 4

S273813

Strategy Rationale

Having PLC's and collaborative planning scheduled on a continuous basis will lead to sharing of best practices.

Action Step 1 5

Utilizing complex and rigorous texts across content areas to increase student ELA performance. ELA will be the focus of training followed by data review and conferencing to plan next steps.

Person Responsible

Megan Parks

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

QSMA's, Item Spec. training, walk-throughs and student work

Action Step 2 5

Common Board training and PD

Person Responsible

Ryan Bennett

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Examples of Common Boards posted in the classrooms as well as documentation in the teachers lesson plans. Sign-in sheet from Common Board training on 9/14.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

An agenda will outline the academic focus of each PLC along with a notated calendar. Through the implementation of PLC's, teachers will have the opportunity to learn and share strategies/best practices that will be evident in classroom walkthroughs and observations. QSMA data.

Person Responsible

Angelique Haworth

Schedule

Monthly, from 8/26/2016 to 5/25/2017

Evidence of Completion

Agendas and action plans will be reviewed after PLC meetings and at School-Wide Leadership/Literacy Team Meetings.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Resources will be provided to teachers and agenda/planning notes. Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at professional development and collaborative planning will be monitored.

Person Responsible

Megan Parks

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Resources provided to teachers and agenda/planning notes Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at professional development/collaborative planning meetings. Grade level collaboration and observations of modeled lessons. Scheduled modeled lessons, lesson plans, and debriefing notes. Observations of modeled lessons and scheduled dates on calendar. Through increasing the effectiveness of teaching writing strategies, student learning and engagement will be evident in students' work displayed and engagement during classroom walkthroughs and observations. The incorporation of writing in the content area will be evident in the students' content area journals. Science journals will consistently reflect "scientific explanation." Rotating grade level scoring schedule and grade level score sheet provided for district writing assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Collection of sign-in sheets from PD

Person Responsible

Megan Parks

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Utilize sign-in sheets from PD as evidence of fidelity of implementation of teachers attending the PD.

G2.B1.S3 Increase writing in the content area 4

S273814

Strategy Rationale

Writing in every content area will help students apply their writing skills and help demonstrate their understanding of the content.

Action Step 1 5

Professional Development by grade level/department.

Person Responsible

Megan Parks

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

An agenda will outline the academic focus of each Professional Development along with a notated calendar. Through the implementation of Professional Development by grade level, teachers will have the opportunity to learn and share strategies/best practices that will be evident in classroom walkthroughs and observations.

Action Step 2 5

Book study/application of strategies outlined in What's Your Evidence? Engaging K-5 Student in Constructing Explanation in Science.

Person Responsible

Megan Parks

Schedule

Monthly, from 8/14/2017 to 5/11/2018

Evidence of Completion

The incorporation of writing in the content area will be evident in the students' content area journals. Science journals will consistently reflect "scientific explanation."

Action Step 3 5

Common Board training and PD.

Person Responsible

Ryan Bennett

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Examples of Common Boards posted in the classrooms as well as documentation in the teachers lesson plans. Sign-in sheet from Common Board training on 9/14.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

An agenda will outline the academic focus of each Professional Development along with a notated calendar. Through the implementation of Professional Development, teachers will have the opportunity to learn and share strategies/best practices that will be evident in classroom walkthroughs and observations.

Person Responsible

Megan Parks

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Student's content area journals and collaborative planning notes - monthly Notes from Literacy Team meeting regarding vertical alignment - quarterly Lesson plans will notate specifics regarding differentiation

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Reviewing Science journals at leadership meetings and School-Wide Leadership/Literacy Meetings

Person Responsible

Megan Parks

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

The incorporation of writing in the content area will be evident in the students' content area journals. Science journals will consistently reflect "scientific explanation."

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Collection of sign-in sheets from PD

Person Responsible

Megan Parks

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Utilize sign-in sheets from PD as evidence of fidelity of implementation of teachers attending the PD.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S2.MA1 M394574	An agenda will outline the academic focus of each PLC along with a notated calendar. Through the...	Haworth, Angelique	8/26/2016	Agendas and action plans will be reviewed after PLC meetings and at School-Wide Leadership/Literacy Team Meetings.	5/25/2017 monthly
G2.B1.S3.A2 A367650	Book study/application of strategies outlined in What's Your Evidence? Engaging K-5 Student in...	Parks, Megan	8/14/2017	The incorporation of writing in the content area will be evident in the students' content area journals. Science journals will consistently reflect "scientific explanation."	5/11/2018 monthly
G2.B1.S1.A3 A367646	Parent Book Study to support academic success.	Denesha, Amy	10/23/2017	Book study sign-in sheet	5/14/2018 monthly
G2.B1.S3.MA1 M394577	An agenda will outline the academic focus of each Professional Development along with a notated...	Parks, Megan	8/14/2017	Student's content area journals and collaborative planning notes - monthly Notes from Literacy Team meeting regarding vertical alignment - quarterly Lesson plans will notate specifics regarding differentiation	5/18/2018 monthly
G1.MA1 M394567	Observation data, IXL reports, Math QSMA's	Parks, Megan	9/11/2017	Observation data, IXL reports, Math QSMA's	5/24/2018 monthly
G1.MA2 M394568	Plans to monitor include the monthly collection and review of district/school assessments for both...	Parks, Megan	9/5/2017	Data from district (QSMA's)/school assessments.	5/24/2018 one-time
G2.MA2 M394579	Plans to monitor include the monthly collection and review of district/school assessments for both...	Parks, Megan	9/5/2017	Data from district (QSMA)/school assessments.	5/24/2018 monthly
G1.B1.S1.MA3 M394562	Collection of sign-in sheets from PD	Parks, Megan	9/5/2017	Utilize sign-in sheets from PD as evidence of fidelity of implementation of teachers attending the PD.	5/24/2018 monthly
G1.B1.S1.MA1 M394563	Professional Development by grade level based on students' needs	Parks, Megan	8/14/2017	School-wide and grade level data reviews will occur during the monthly at grade level meetings and at the monthly School-wide Leadership meetings.	5/24/2018 monthly
G1.B1.S1.A1 A367640	Math will be a focus of training followed by classroom modeling/observations and debriefing of best...	Parks, Megan	8/14/2017	An agenda will outline the academic focus of each PLC along with a notated calendar. Through the implementation of PLC's, teachers will have the opportunity to learn and share strategies/best practices that will be evident in classroom walkthroughs and observations. Scheduled modeled lessons, lesson plans, and debriefing notes - semester. The incorporation of writing in the content area will be evident in the students' content area journals. Science journals will consistently reflect "scientific explanation."	5/24/2018 monthly
G1.B1.S1.A2 A367641	Common Board Training	Bennett, Ryan	9/14/2017	Examples of Common Boards posted in the classrooms as well as documentation in the teachers lesson plans. Sign-in sheet from Common Board training on 9/14.	5/24/2018 monthly
G2.B1.S1.MA3 M394570	Collection of sign-in sheets from PD	Parks, Megan	9/5/2017	Utilize sign-in sheets from PD as evidence of fidelity of implementation of teachers attending the PD.	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2 A367645	Common Board training and PD	Bennett, Ryan	9/5/2017	Examples of Common Boards posted in the classrooms as well as documentation in the teachers lesson plans. Sign-in sheet from Common Board training on 9/14.	5/24/2018 monthly
G1.B1.S2.MA3 M394565	Collection of sign-in sheets from PD	Parks, Megan	9/5/2017	Utilize sign-in sheets from PD as evidence of fidelity of implementation of teachers attending the PD.	5/24/2018 monthly
G1.B1.S2.A2 A367643	Common Board Training and PD	Parks, Megan	9/5/2017	Examples of Common Boards posted in the classrooms as well as documentation in the teachers lesson plans. Sign-in sheet from Common Board training on 9/14.	5/24/2018 monthly
G2.B1.S2.MA3 M394573	Collection of sign-in sheets from PD	Parks, Megan	9/5/2017	Utilize sign-in sheets from PD as evidence of fidelity of implementation of teachers attending the PD.	5/24/2018 monthly
G2.B1.S2.A2 A367648	Common Board training and PD	Bennett, Ryan	9/5/2017	Examples of Common Boards posted in the classrooms as well as documentation in the teachers lesson plans. Sign-in sheet from Common Board training on 9/14.	5/24/2018 monthly
G2.B1.S3.MA3 M394576	Collection of sign-in sheets from PD	Parks, Megan	9/5/2017	Utilize sign-in sheets from PD as evidence of fidelity of implementation of teachers attending the PD.	5/24/2018 monthly
G2.B1.S3.A3 A367651	Common Board training and PD.	Bennett, Ryan	9/5/2017	Examples of Common Boards posted in the classrooms as well as documentation in the teachers lesson plans. Sign-in sheet from Common Board training on 9/14.	5/24/2018 monthly
G2.MA1 M394578	QSMA data, iReady data, and reports from Achieve 3000 will be used to progress monitor students.	Parks, Megan	8/21/2017	Learning Check data, and reports from Achieve 3000, FSA Results	5/25/2018 monthly
G1.B1.S1.MA1 M394561	Teacher observations and reviewing reports (IXL and District Assessments, QSMA's) will monitor...	Parks, Megan	9/11/2017	Effectiveness will be monitored through disaggregation of data.	5/25/2018 monthly
G2.B1.S1.MA1 M394569	Teacher observation and walkthroughs will be utilized to monitor effectiveness. Learning Checks...	Parks, Megan	8/21/2017	Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at Professional Development Sessions.	5/25/2018 monthly
G2.B1.S1.MA1 M394571	Scheduled modeled lessons, lesson plans, and debriefing notes will be reviewed monthly.	Parks, Megan	8/14/2017	Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at PLC's and Tier Talks.	5/25/2018 monthly
G2.B1.S1.A1 A367644	Professional Development scheduled by grade level/department.	Parks, Megan	8/23/2017	Resources provided to teachers and agenda/planning notes	5/25/2018 monthly
G1.B1.S2.MA1 M394564	Sign in sheets to professional development courses, observations, walkthroughs	Parks, Megan	8/14/2017	Data reports from Think Central, IXL, and Math Learning Checks will reveal data on student progress.	5/25/2018 monthly
G1.B1.S2.MA1 M394566	Observations/walkthroughs and QSMA data	Parks, Megan	8/21/2017	Resources provided to teachers and agenda/planning notes. Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at PLC's. Observations of modeled lessons and scheduled dates on calendar.--semester Through increasing the effectiveness of teaching math, student learning and engagement will be evident in classroom walkthroughs and observations.--	5/25/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				quarterly Effectiveness will be monitored through disaggregation of data Science journals will consistently reflect "scientific explanation." Lesson Plans will notate specifics regarding differentiation.	
G1.B1.S2.A1 🔑 A367642	Utilizing math manipulatives, classroom discussions, and student centered learning to offer problem...	Parks, Megan	8/21/2017	Professional Development by grade level/department scheduled at a minimum monthly. Math will be a focus of training followed by classroom modeling/observations and debriefing of best practices - semester. Provide differentiated learning centers (including teacher led) based on students' needs. STEAM activities based on grade level standards will be planned and implemented quarterly. All 5th grade students will participate in a school-wide science fair. Hands-on manipulatives will be used to provide inquiry-based learning in math and science instruction.	5/25/2018 monthly
G2.B1.S2.MA1 🔑 M394572	Resources will be provided to teachers and agenda/planning notes. Implementation of strategies by...	Parks, Megan	8/14/2017	Resources provided to teachers and agenda/planning notes Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at professional development/ collaborative planning meetings. Grade level collaboration and observations of modeled lessons. Scheduled modeled lessons, lesson plans, and debriefing notes. Observations of modeled lessons and scheduled dates on calendar. Through increasing the effectiveness of teaching writing strategies, student learning and engagement will be evident in students' work displayed and engagement during classroom walkthroughs and observations. The incorporation of writing in the content area will be evident in the students' content area journals. Science journals will consistently reflect "scientific explanation." Rotating grade level scoring schedule and grade level score sheet provided for district writing assessments.	5/25/2018 monthly
G2.B1.S2.A1 🔑 A367647	Utilizing complex and rigorous texts across content areas to increase student ELA performance. ELA...	Parks, Megan	8/21/2017	QSMA's, Item Spec. training, walk-throughs and student work	5/25/2018 monthly
G2.B1.S3.MA1 🔑 M394575	Reviewing Science journals at leadership meetings and School-Wide Leadership/Literacy Meetings	Parks, Megan	9/11/2017	The incorporation of writing in the content area will be evident in the students' content area journals. Science journals will consistently reflect "scientific explanation."	5/25/2018 monthly
G2.B1.S3.A1 🔑 A367649	Professional Development by grade level/department.	Parks, Megan	8/14/2017	An agenda will outline the academic focus of each Professional Development along with a notated calendar. Through the implementation of Professional Development by grade level, teachers will have the opportunity to learn and share strategies/best practices that will be evident in classroom walkthroughs and observations.	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. If teachers receive targeted professional development and collaborate, then teachers will differentiate math and science instruction and the performance of students overall will increase with respect to learning gains and proficiency.

G1.B1 Changes to math curriculum over the past few years have left students with gaps in their math knowledge.

G1.B1.S2 Math centered professional development.

PD Opportunity 1

Utilizing math manipulatives, classroom discussions, and student centered learning to offer problem solving opportunities.

Facilitator

Megan Parks

Participants

All Math Teachers

Schedule

Monthly, from 8/21/2017 to 5/25/2018

G2. If we continue to increase student engagement, comprehension of rigorous text, ability to utilize higher level thinking, and ability to demonstrate understanding, then the performance of students overall will increase with respect to learning gains and proficiency.

G2.B1 The change in the state's ELA and writing standards/expectations, at all grade levels, is a shift for both teachers and students.

G2.B1.S1 Time will be spent on professional development in order to effectively differentiate instruction and align instructional materials and delivery to the FL standards.

PD Opportunity 1

Professional Development scheduled by grade level/department.

Facilitator

Megan Parks

Participants

All ELA Teachers

Schedule

Monthly, from 8/23/2017 to 5/25/2018

G2.B1.S2 Grade level collaboration and observations of modeled lessons

PD Opportunity 1

Utilizing complex and rigorous texts across content areas to increase student ELA performance. ELA will be the focus of training followed by data review and conferencing to plan next steps.

Facilitator

Megan Parks

Participants

All ELA Teachers

Schedule

Monthly, from 8/21/2017 to 5/25/2018

G2.B1.S3 Increase writing in the content area

PD Opportunity 1

Professional Development by grade level/department.

Facilitator

Assistant Principal

Participants

Teachers

Schedule

Monthly, from 8/14/2017 to 5/25/2018

PD Opportunity 2

Book study/application of strategies outlined in What's Your Evidence? Engaging K-5 Student in Constructing Explanation in Science.

Facilitator

Assistant Principal

Participants

Teachers

Schedule

Monthly, from 8/14/2017 to 5/11/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Math will be a focus of training followed by classroom modeling/observations and debriefing of best practices.				$16,830.69
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Madison St Acad Of Visual Perf	Title I, Part A		$16,830.69
			Notes: iReady Toolbox - Math Acaletics Math Quik Pik Versatiles Math Classroom Kits K-2			
2	G1.B1.S1.A2	Common Board Training				$0.00
3	G1.B1.S2.A1	Utilizing math manipulatives, classroom discussions, and student centered learning to offer problem solving opportunities.				$275.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Madison St Acad Of Visual Perf	Title I, Part A		$275.00
			Notes: Math Flash Card Library - Parent Resource			
4	G1.B1.S2.A2	Common Board Training and PD				$0.00
5	G2.B1.S1.A1	Professional Development scheduled by grade level/department.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Madison St Acad Of Visual Perf	Title I, Part A		$0.00
			Notes: Online Programs -Achieve 3000, BrainPop, STAR reading.			
6	G2.B1.S1.A2	Common Board training and PD				$0.00
7	G2.B1.S1.A3	Parent Book Study to support academic success.				$0.00
8	G2.B1.S2.A1	Utilizing complex and rigorous texts across content areas to increase student ELA performance. ELA will be the focus of training followed by data review and conferencing to plan next steps.				$7,271.73
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Madison St Acad Of Visual Perf	Title I, Part A		$7,271.73
			Notes: iReady Toolbox - Reading IXL Reading Versatiles Literacy Classroom Kits K-2 Sight Word Flash Card Set - Parent Resource Book Study books			
9	G2.B1.S2.A2	Common Board training and PD				$0.00
10	G2.B1.S3.A1	Professional Development by grade level/department.				$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Madison St Acad Of Visual Perf	Title I, Part A		$0.00
			Notes: Smarty Ants and Read Naturally			
11	G2.B1.S3.A2	Book study/application of strategies outlined in What's Your Evidence? Engaging K-5 Student in Constructing Explanation in Science.				$0.00
12	G2.B1.S3.A3	Common Board training and PD.				$0.00
					Total:	$24,377.42