

Cypress Park Elementary



2014-15 School Improvement Plan

Cypress Park Elementary

9601 11TH AVE, Orlando, FL 32824

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
100%

Alternative/ESE Center
No

Charter School
No

Minority
66%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	F	D	C

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	3	Ella Thompson
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

There are several events that occur throughout the school year to learn about students' cultures and to build relationships between teachers and students. Upon registration, parent documents are reviewed and conversations are held to get to know families. Families are invited to participate in Title I Parent meetings, School Advisory Council meetings, Parent Leadership Council meetings, Meet the Teacher, Open House, Parent Conferences, and Report Card Conference nights. In addition, teachers have class meetings with students, and students also complete student surveys to provide information to help teachers address their academic and/or social goals.

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

Cypress Park Elementary is a positive behavior system school. All faculty and staff greet students upon arrival and escort students at dismissal. The Code of Student Conduct is reviewed school-wide at the beginning of the school year and quarterly by the principal and dean. Students never walk alone throughout the campus. Students earn Awesome Mustangs for exhibiting safe and respectful behavior among peers and adults. Students know that the principal and/or dean are available should they have an issue that has not been resolved. Primary students receive guidance classes from the school counselor; intermediate students receive guidance lessons from the Alpha counselor. Lastly, upon entry into the school, visitors must ring a doorbell to gain entry. Students are provided information on the No Bullying policy. Students participate in monthly safety drills.

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 Code of Student Conduct is reviewed school-wide along with school expectations for positive and safe behavior so that all students can learn. Cypress Park has a positive behavior system called Awesome Mustangs. Students earn points by following school-wide positive behavior expectations; students' names are posted in a common area once they receive 100 points in increments of 20. At each increment, students receive incentive packets. At the end of the school year, students with 100 points receive trophies. During lunch, classes earn Fancy Table centerpieces at the end of the week for appropriate dining etiquette. Each classroom teacher establishes classroom routines and procedures with rewards and consequences. Professional development is provided for faculty and staff to ensure consistency of the school-wide behavior system.

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

Cypress Park Elementary is an environment that is nurturing and understanding of students' needs. Teachers provide one-on-one discussions with students as needed. When issues continue or go beyond the scope of the teacher, students are referred to guidance and/or administration. Primary students receive guidance classes from the school counselor; intermediate students receive guidance lessons from the Alpha counselor. Counselors provide individual and small group counseling sessions. This is the first year that mentors have been provided for students; the Mustang Reading Mentor program targets retained students who need additional academic support while building a rapport with another caring adult.

Early Warning Systems

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

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

To address students with attendance issues, the principal follows up with the registrar to send attendance notices home for parents to attend a child study team meeting. In addition, the principal and registrar also meet with the school social worker to request home visits to determine any needs. The principal and the dean meet on a weekly basis to address students with persistent discipline issues to prevent suspension. Parents are also contacted as an intervention. When students are suspended from school, the principal meets with the student and parent to transition the child back into their regular program.

Students who receive a failing grade in math and/or English Language Arts are provided additional support through MTSS and after school tutoring.

Students who scored a Level 1 on FCAT receive intervention support.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	11	5	10	6	14	52
One or more suspensions	0	0	2	2	0	4	8
Course failure in ELA or Math	0	0	5	14	7	9	35
Level 1 on statewide assessment	0	0	0	15	11	21	47

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	13	7	15	36

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

To improve the academic performance of students, additional academic support is provided during the school day - Tier II and Tier III support: 30 minutes of reading intervention, after school tutoring in reading and math, and FSA Saturday Academy. Implementation of a student achievement incentive

plan includes a plan for students to set reading, math and/or science goals. Students' goals will be monitored on a quarterly basis. The principal will conference with individual parents and students to discuss attendance (absences, tardies) and academic goals to achieve; home visits will be conducted as needed with the school social worker.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

See Parental Involvement Plan

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

Cypress Park Elementary currently has three active Partners in Education: The Kate and Justin Rose Foundation, The Nobile Foundation and The Church of Christ of Latter Day Saints - Hunter's Creek. Our partners are recognized for their efforts in providing the support needed for the students; constant and open communication lines are maintained with partners. The Partners in Education coordinator provides partners training.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Brown, LaTonya	Principal
Maio, Helen	Instructional Coach
Figueroa Solis, Edmi	Dean
Gordon, Diane	Instructional Coach
MacDonald, Justin	Instructional Coach
Jennings, Michael	Instructional Coach
Brown, Ranita	Teacher, ESE
Pasquot, Nadine	Guidance Counselor

Duties

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

The principal oversees the roles of the leadership team members. Appropriate members provide coaching and modeling and conduct walkthroughs to provide feedback. The curriculum resource teacher (CRT) is responsible for collecting, planning, and analyzing data reports that will be utilized during the MTSS meetings. The CRT will also be responsible for providing differentiated professional development to teachers on how to use disaggregated data to inform their instruction. The reading coach will assist the CRT with collecting and analyzing data and work with teachers on effective instructional strategies to use within the classroom. The reading coach will provide professional development to teachers on increasing the rigor in the classroom through text complexity and differentiated instruction. The math/science coach will also provide professional development on content standards. All instructional coaches assist the teachers in deconstructing the standards. The MTSS coach will keep track of students who are performing below grade level, review the data with team members, and meet with exceptional education teachers to gather and chart data. Instructional resources, materials, and strategies for students who are struggling will be provided for teachers as needed. The dean, behavior specialist and staffing specialist will collaborate on the behavioral and social needs of students that may affect a student's academics.

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

Cypress Park Elementary is a Title I school which receives funds from different sources. Through the Title I Department, Cypress Park Elementary receives funds for students performing below grade level on FCAT. This funding source is through Academic Tutoring Services; students are targeted and parents are informed of the after school tutoring opportunity. The Neighborhood Center for Children and Families (NCF) funds an Alpha counselor who works with students in grades 3 through 5. In addition, NCF provides additional tutoring funds for reading.

Cypress Park Elementary has a Partner in Education that provides Blessings in a Backpack. This funding source is used to purchase food items for students. Students receive their Blessings in a Backpack each Friday; this is helpful for many students.

Inventory of textbook resources purchased by the school is kept through a check-in/out system by the CRT. Textbooks purchased by OCPS are also inventoried through a software system.

All funding sources are used appropriately according to the guidelines set forth by each funding source.

The leadership team meets weekly to discuss instructional needs and determines how personnel and funding resources will be utilized to meet the needs of students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
LaTonya Brown	Principal
Barbara Ocasio	Parent
Lecear Garcia	Education Support Employee
Selena Nobilo	Business/Community
Nadine Pasquot	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

Evaluation of last year's school improvement plan was conducted by administering a parent survey. The results of the survey were shared with parents. In addition, the school FCAT data was shared as evidence that strategies within the School Improvement Plan were effective in increasing student achievement.

Development of this school improvement plan

The previous SAC assisted with development of the SIP through providing feedback in surveys. The SAC Bylaws will be revisited with the 2014-2015 SAC committee. The SAC will provide feedback on the SIP during monthly meetings as a means to progress monitor initiatives.

Preparation of the school's annual budget and plan

The principal shares the budget with SAC and provides a plan of action with input from the SAC and faculty and staff.

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

School Improvement funds were utilized to provide provided professional development to improve instructional practices. Lesson Study was one of the professional development opportunities in the areas of reading, math and science. The approximate cost for Lesson Study was \$9000 (20 teachers - 3 cycles). The approximate cost for the data analysis professional learning was \$3150 (7 teachers - 3 progress monitoring cycles).

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Gordon, Diane	Instructional Coach
Maio, Helen	Instructional Coach
Brown, LaTonya	Principal
MacDonald, Justin	Instructional Coach
Jennings, Michael	Instructional Coach
Figueroa Solis, Edmi	Dean

Duties

Describe how the LLT promotes literacy within the school

The LLT will provide professional development on incorporating AVID and 21st Century strategies. Additionally, the LLT will focus on increasing community awareness through students' writing across all content. The LLT will sponsor parental involvement events such as the Vocabulary Parade and Family Literacy Night to provide parents with resources to assist their children at home. Cypress Park Elementary also promotes family membership to the Orange County Public Library. Students are provided incentives for achieving Accelerated Reading goals. Students are scheduled weekly into the media center to check out books. Classrooms have mini libraries coded by genre and levels.

Public and Collaborative Teaching

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

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

Teachers will collaborate monthly during PLCs based on deliberate practice strategies selected. Teachers participate in weekly common planning for reading, math and science. All members adhere to group norms. There will be four team building activities scheduled for faculty and staff members.

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

The principal reviews applicants' certifications and qualifications, attends job fairs and works closely with the Human Resources Manager and Certification Specialist to seek qualified candidates. The principal provides opportunities for current teachers to receive professional development throughout the school year.

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

Megan Faust, CRT will facilitate the teacher professional learning and retention strategies listed below.

1. Pair new teachers with veteran teachers.
2. Provide professional development on the Marzano protocol.
3. Support team member paired with grade levels to plan for rigorous instruction through common planning.
4. Use the coaching cycle.
5. Provide New Teacher Mentoring Sessions.
6. Support teachers in ESOL and Reading Endorsement and Elem. Ed. Certification.
7. Conduct monthly new teacher meetings.

New Teachers Paired with OCPS and/or School Teachers from 13-14 School Year:

Josefina Moving - Pauline Fitterer/Ranita Brown; these teachers are experienced ASD teachers. Ms. Moving has completed one year of teaching.

Ranita Brown - Megan Faust; Ms. Faust is the CRT and Ms. Brown is new to CPE in a new leadership role serving as the behavior specialist/coach.

Teri Mincey - Michael Jennings/Megan Faust; these teachers are previous CPE instructional coaches. Ms. Mincey is new to CPE in a new leadership role serving as a math/science coach.

Ellie Levine - Michael Jennings/Teri Mincey; these teachers have experienced teaching in 5th grade and/or math and science. Ms. Levine is an experienced teacher new to CPE teaching 5th grade math and science.

Yeny Fuertes - Maureen Callahan; Ms. Callahan is a previous CPE teacher. Ms. Fuertes is an experienced teacher new to CPE; they both teach 4th grade.

Freddie Roman - Diane Gordon; Ms. Gordon is the reading coach providing support to Mr. Roman as a first year teacher.

Mitzi Rodriguez - Diane Gordon; Ms. Gordon is the reading coach providing support to Mrs. Rodriguez as a first year teacher.

Samella Mejia - Diane Gordon; Ms. Gordon is the reading coach providing support to Mrs. Mejia as an experienced teacher new to CPE and public education.

Donna Dewar - Pauline Fitterer; Ms. Fitterer is an experienced ASD teacher who will be able to provide support for Ms. Dewar as a new ASD teacher. Ms. R. Brown, behavior specialist will also provide support.

School coaches and School Transformation Office coaches at the district level will work with teachers new to the school. All teachers will receive coaching and modeling based on professional development needs.

The mentors and/or coaches will observe the teachers and provide feedback using the peer observation tool and/or the coaching cycle. During common planning, the teachers and coaches will discuss data and instructional strategies that worked and did not work.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Cypress Park Elementary ensures that the core instructional programs and materials are aligned to the Florida Standards; teachers plan with coaches to deconstruct the standards. Resources that are utilized to plan instruction are the OCPS Measurement Topic Plans (MTPs), Test Items Specifications, Instructional Focus Calendars (IFCs), and state adopted materials. The principal and coaches attend and participate in common planning as well as review lesson plans and observe instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Benchmark, core, diagnostics and state data are used to differentiate instruction for students. Intervention/enrichment groups are formed using data. Teachers use formative assessments to determine small group instruction. Fluid groupings are based on progress monitoring data. Teachers participate in bi-weekly data meetings. Data points are documented to move forward through MTSS framework.

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: Weekend Program

Minutes added to school year: 1,140

Provide an FSA Saturday Academy for 8 Saturdays for 3 hours per Saturday. Students will receive additional support in reading, math and science.

Strategy Rationale

The strategy rationale is based on Title I After School Tutoring funding received to target lower performing students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Maio, Helen, helen.maio@ocps.net

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

Attendance data will be used to determine effectiveness. Formative assessment data will be used to determine effectiveness.

Strategy: After School Program

Minutes added to school year: 4,500

Provide reading and math tutoring to students in the afternoon from 3:30 p.m. to 4:30 p.m. Mondays, Tuesdays and Thursdays.

Strategy Rationale

The strategy rationale is based on Title I After School Tutoring and Neighborhood Center for Families funding received to target lower performing students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Maio, Helen, helen.maio@ocps.net

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

Attendance data will be used to determine effectiveness. Formative assessments will also be used to determine effectiveness. Teachers working the before school program will be responsible for collecting data. All computer software data will be analyzed. All data will be discussed during data meetings.

Student Transition and Readiness

PreK-12 Transition

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

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

Cypress Park Elementary (CPE) is in the second year for hosting a Voluntary Pre-Kindergarten unit. Provided that the current VPK students enter as kindergarten students in school year 14-15, at least half of the projected enrolled students will be prepared for kindergarten compared to current kindergarten students who have not received any pre-school experiences and learning. Kindergarten teachers will host a Kindergarten Orientation during the end of the school year to prepare students and parents for kindergarten; parents will also have the opportunity to tour a classroom and the campus.

The transition to middle school occurs in May. The feeder middle school provides a registration day at Cypress Park Elementary as well as an on-site orientation to middle school. Students take a field trip to the middle school and observe classes to prepare them for the middle school environment.

College and Career Readiness

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

AVID strategies are incorporated in intermediate grade levels 3 - 5. Each Friday is College Spirit day; different colleges/universities are highlighted on the morning announcements. During Teach-In, different presenters speak and share information about their careers.

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

To prepare our students for 21st century careers with technology and industry, Cypress Park has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

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

STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, Cypress Park Elementary will participate with Southeastern Consortium for Minorities in Engineering (SECME) where the mission is to increase the pool of historically underrepresented and under-served students who will be prepared to enter and complete post-secondary studies in science, technology, engineering and mathematics (STEM); thus creating a diverse and globally competitive workforce.

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

NA

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.** Implement the MTSS framework to increase student achievement.
- G2.** Increase daily standards-based instruction to teach to the rigor and complexity.

Strategic Goals Detail

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

G1. Implement the MTSS framework to increase student achievement. 1a

G035656

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	58.0
AMO Math - SWD	46.0
AMO Reading - All Students	62.0
AMO Reading - SWD	49.0
AMO Reading - African American	54.0
FCAT 2.0 Science Proficiency	51.0
AMO Math - African American	48.0

Resources Available to Support the Goal 2

- Instructional Personnel, STO Support Team, SAC, Funding from NCF, AST, Title I, Software and Supplemental Programs: Achieve 3000, Imagine Learning, iReady and Voyager Passport

Targeted Barriers to Achieving the Goal 3

- Lack of systems to effectively progress monitor the tiered layers of support to increase student achievement.

Plan to Monitor Progress Toward G1. 8

The MTSS Leadership Team will utilize progress monitoring data, classroom observation trends, and MTSS meeting notes to determine if teachers are systematically implementing MTSS to increase student achievement.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Leadership Team Meeting Agendas, Student Achievement Data Reflecting Assessment Gains, MTSS Meeting Notes, Observation Trend Feedback

G2. Increase daily standards-based instruction to teach to the rigor and complexity. 1a

G035657

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	58.0
AMO Math - SWD	46.0
AMO Math - African American	48.0
AMO Reading - All Students	62.0
AMO Reading - SWD	49.0
AMO Reading - African American	54.0
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal 2

- School Coaches, STO Support Team, Instructional Focus Calendars, Test Item Specifications, Florida Standards Assessment Samples, Measurement Topic Plans, Marzano Resources,

Targeted Barriers to Achieving the Goal 3

- Teachers lack support in planning for rigorous lessons (Marzano Design Questions 3 and 4) that include higher order thinking questions and performance tasks.

Plan to Monitor Progress Toward G2. 8

The leadership team will analyze student achievement data and classroom walk-through trends to determine if standards-based instruction is occurring.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

iObservation Data and Feedback, Data Binders

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. Implement the MTSS framework to increase student achievement. **1**

 G035656

G1.B1 Lack of systems to effectively progress monitor the tiered layers of support to increase student achievement. **2**

 B085463

G1.B1.S1 Provide professional development of the MTSS framework, which includes data analysis and progress monitoring to drive instructional decisions. **4**

 S096117

Strategy Rationale

To inform all teachers of new District procedures.

Action Step 1 **5**

Provide professional development of the MTSS framework to include analyzing multiple sources of data.

Person Responsible

Michael Jennings

Schedule

Annually, from 9/12/2014 to 9/12/2014

Evidence of Completion

Agenda, Sign-In Sheets, Exit Slips

Action Step 2 5

Provide professional development on teacher monitoring systems (frequency of data collection, data analysis, effectiveness of interventions based upon data, and strategies to make instructional adjustments).

Person Responsible

Helen Maio

Schedule

Monthly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Sign-in Sheets, Agendas, Exit Slips

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

Attend professional development, review sign-in sheets and agendas.

Person Responsible

LaTonya Brown

Schedule

On 9/12/2014

Evidence of Completion

Sign-In Sheets, Agendas, Data Binders, MTSS Meeting Notes

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

Observe teachers analyzing multiple sources of data to make instructional decisions during MTSS meetings.

Person Responsible

LaTonya Brown


Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student Achievement Data Reflecting Assessment Gains, MTSS Meeting Notes Reflecting Instructional Changes, Observation Data Reflecting Differentiated Instruction

G1.B1.S2 Systematically monitor student progress through the MTSS framework. 4

 S096119

Strategy Rationale

To ensure the needs of each student are met.

Action Step 1 5

Conduct and provide student achievement data updates during MTSS meetings.

Person Responsible

Michael Jennings

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

MTSS Documents

Action Step 2 5

Administer periodic assessments using CORE/PAST, Fountas & Pinnell, FAIR, Benchmark, computer software, and common assessments to determine if students are making progress.

Person Responsible

Helen Maio

Schedule

On 5/29/2015

Evidence of Completion

Progress Monitoring Data

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

The administrator will participate in MTSS meetings and review periodic assessment data to determine if students are making progress.

Person Responsible

LaTonya Brown

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

MTSS Meeting Notes, Progress Monitoring SharePoint Assessment Data, MTSS Student Data Graphs

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

Observe teachers differentiating instruction based on progress monitoring data.

Person Responsible

LaTonya Brown


Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student Achievement Data Reflecting Assessment Gains, MTSS Student Data Graphs Reflecting Increases

G1.B1.S3 Provide Tier II and Tier III intervention during the school day. 4

 S096120

Strategy Rationale

To meet the instructional needs of students.

Action Step 1 5

Provide 30 minute intervention and one-on-one support with identified students.

Person Responsible

Helen Maio

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

Classroom Observations

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Conduct classroom walkthroughs to ensure implementation of Tier II and Tier III interventions.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Classroom Walk-through Feedback, MTSS Meeting Notes, Tier II and Tier III Rosters

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Analyze student achievement data during MTSS meetings to determine progress.

Person Responsible

Michael Jennings

Schedule

Biweekly, from 9/15/2014 to 5/29/2015


Evidence of Completion

Student Achievement Data Reflecting Assessment Gains, MTSS Student Data Graphs Reflecting Increases

G2. Increase daily standards-based instruction to teach to the rigor and complexity. 1

 G035657

G2.B1 Teachers lack support in planning for rigorous lessons (Marzano Design Questions 3 and 4) that include higher order thinking questions and performance tasks. 2

 B085464

G2.B1.S1 Provide professional development on Marzano's Design Questions 3 and 4 to increase rigorous standards-based instruction. 4

 S096122

Strategy Rationale

To provide support on how to develop student activities that align to the standards.

Action Step 1 5

Provide professional development on Marzano's Design Questions 3 and 4.

Person Responsible

Helen Maio

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Agenda, Sign-In Sheets, Exit Slips

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

Administrator will attend professional development and review sign-in sheets, exit slips and lesson plans.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

PD Agenda, Sign In Sheets, Exit Slips, Lesson Plans

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

Review lesson plans and observe classroom instruction where teachers are implementing elements within DQs 3 and 4.

Person Responsible

LaTonya Brown


Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Effective Implementation of Elements within DQs 3 and 4 in iObservation Data and Feedback

G2.B1.S2 Provide coaching support during common planning. 4

 S096123

Strategy Rationale

To provide new teachers support on expectations for instructional structure and strategies.

Action Step 1 5

Meet with grade levels during specified days of the week per core content to provide support in developing rigorous lessons using IFCs, MTPs, Test Item Specifications, Florida Standards, ESE/ELL strategies, Marzano strategies and other related instructional strategies to meet the needs of all students.

Person Responsible

Helen Maio

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Observations, Lesson Plans, Meeting Notes

Action Step 2 5

Provide modeling and individual side-by-side coaching.

Person Responsible

Helen Maio

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Coaching Logs, iObservation Feedback

Action Step 3 5

Strategies for checking for understanding will be provided as professional development for teachers.

Person Responsible

Helen Maio

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

iObservation Feedback

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

The principal will attend common planning meetings, review lesson plans, review coaching logs, and observe side-by-side coaching during classroom observations.

Person Responsible

LaTonya Brown

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, iObservation Feedback, Coaches' Logs/Notes

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

Observe teachers delivering standards-based instruction daily.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

iObservation Data Showing Consistency in Implementation of Common Plans Across Grade Levels

G2.B1.S3 Provide professional development on new Florida Standards Assessment. 4

S096124

Strategy Rationale

To inform teachers how students will be assessed in order to realign instructional practices.

Action Step 1 5

Provide professional learning on new Florida Standards Assessment by visiting the DOE website resources and taking the practice assessments.

Person Responsible

LaTonya Brown

Schedule

On 8/27/2014

Evidence of Completion

Sign-In Sheets, Exit Slips, Agenda

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

Attend professional development, review lesson plans, review common assessments and observe classroom instruction.

Person Responsible

LaTonya Brown

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

PD Agenda, Lesson Plans, Assessments, Data Binders, iObservation Data and Feedback

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

Observe teachers implementing Florida Standards assessments and using data to progress monitor.

Person Responsible

LaTonya Brown


Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Effective Instruction of Florida Standards in iObservation Data and Feedback

G2.B1.S4 Incorporate AVID strategies which focus on higher order thinking strategies and student goal setting. 4

 S096125

Strategy Rationale

To promote student critical thinking and organization to ready students for higher education.

Action Step 1 5

Provide professional development to teachers on AVID strategies and goal-setting.

Person Responsible

Edmi Figueroa Solis

Schedule

On 9/5/2014

Evidence of Completion

Agenda, Sign-In Sheets

Action Step 2 5

Teachers will assist students in setting goals, using higher-order thinking skills, asking higher order thinking questions by incorporating AVID strategies.

Person Responsible

Edmi Figueroa Solis

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Data, Goal Setting Chart

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

AVID coach will meet with teachers to provide observation feedback on implementation of strategies.

Person Responsible

Edmi Figueroa Solis

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

AVID Feedback Form, AVID Binders

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Observe teachers meeting with students to review goals and implementing AVID higher order thinking strategies during instruction.

Person Responsible

Edmi Figueroa Solis

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Increase of AVID Strategies on AVID Feedback Form

G2.B1.S5 Provide support for teachers utilizing the coaching cycle. 4

S096126

Strategy Rationale

To provide modeling of instructional strategies.

Action Step 1 5

Implement the coaching cycle for identified teachers in need of support based upon classroom observations and student data.

Person Responsible

Helen Maio

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Coaching Schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Review coaching logs, observe instruction and facilitate discussions with teachers involved in the coaching cycle.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Coaching Logs, iObservation Feedback

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Observe teachers participating in the coaching cycle to ensure the delivery of daily standards-based instruction.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Implementation of Standards-based Instruction in iObservation Feedback

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development of the MTSS framework to include analyzing multiple sources of data.	Jennings, Michael	9/12/2014	Agenda, Sign-In Sheets, Exit Slips	9/12/2014 annually
G1.B1.S2.A1	Conduct and provide student achievement data updates during MTSS meetings.	Jennings, Michael	9/15/2014	MTSS Documents	5/29/2015 biweekly
G1.B1.S3.A1	Provide 30 minute intervention and one-on-one support with identified students.	Maio, Helen	9/1/2014	Classroom Observations	5/29/2015 daily
G2.B1.S1.A1	Provide professional development on Marzano's Design Questions 3 and 4.	Maio, Helen	9/15/2014	Agenda, Sign-In Sheets, Exit Slips	5/29/2015 monthly
G2.B1.S2.A1	Meet with grade levels during specified days of the week per core content to provide support in developing rigorous lessons using IFCs, MTPs, Test Item Specifications, Florida Standards, ESE/ELL strategies, Marzano strategies and other related instructional strategies to meet the needs of all students.	Maio, Helen	9/15/2014	Observations, Lesson Plans, Meeting Notes	5/29/2015 weekly
G2.B1.S3.A1	Provide professional learning on new Florida Standards Assessment by visiting the DOE website resources and taking the practice assessments.	Brown, LaTonya	8/27/2014	Sign-In Sheets, Exit Slips, Agenda	8/27/2014 one-time
G2.B1.S4.A1	Provide professional development to teachers on AVID strategies and goal-setting.	Figueroa Solis, Edmi	9/5/2014	Agenda, Sign-In Sheets	9/5/2014 one-time
G2.B1.S5.A1	Implement the coaching cycle for identified teachers in need of support based upon classroom observations and student data.	Maio, Helen	9/8/2014	Coaching Schedule	5/29/2015 monthly
G1.B1.S1.A2	Provide professional development on teacher monitoring systems (frequency of data collection, data analysis, effectiveness of interventions based upon data, and strategies to make instructional adjustments).	Maio, Helen	8/13/2014	Sign-in Sheets, Agendas, Exit Slips	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A2	Administer periodic assessments using CORE/PAST, Fountas & Pinnell, FAIR, Benchmark, computer software, and common assessments to determine if students are making progress.	Maio, Helen	9/15/2014	Progress Monitoring Data	5/29/2015 one-time
G2.B1.S2.A2	Provide modeling and individual side-by-side coaching.	Maio, Helen	8/18/2014	Coaching Logs, iObservation Feedback	5/29/2015 weekly
G2.B1.S4.A2	Teachers will assist students in setting goals, using higher-order thinking skills, asking higher order thinking questions by incorporating AVID strategies.	Figueroa Solis, Edmi	9/8/2014	Data, Goal Setting Chart	5/29/2015 weekly
G2.B1.S2.A3	Strategies for checking for understanding will be provided as professional development for teachers.	Maio, Helen	9/15/2014	iObservation Feedback	5/29/2015 weekly
G1.MA1	The MTSS Leadership Team will utilize progress monitoring data, classroom observation trends, and MTSS meeting notes to determine if teachers are systematically implementing MTSS to increase student achievement.	Brown, LaTonya	9/15/2014	Leadership Team Meeting Agendas, Student Achievement Data Reflecting Assessment Gains, MTSS Meeting Notes, Observation Trend Feedback	5/29/2015 monthly
G1.B1.S1.MA1	Observe teachers analyzing multiple sources of data to make instructional decisions during MTSS meetings.	Brown, LaTonya	9/15/2014	Student Achievement Data Reflecting Assessment Gains, MTSS Meeting Notes Reflecting Instructional Changes, Observation Data Reflecting Differentiated Instruction	5/29/2015 monthly
G1.B1.S1.MA1	Attend professional development, review sign-in sheets and agendas.	Brown, LaTonya	9/12/2014	Sign-In Sheets, Agendas, Data Binders, MTSS Meeting Notes	9/12/2014 one-time
G1.B1.S2.MA1	Observe teachers differentiating instruction based on progress monitoring data.	Brown, LaTonya	9/15/2014	Student Achievement Data Reflecting Assessment Gains, MTSS Student Data Graphs Reflecting Increases	5/29/2015 weekly
G1.B1.S2.MA1	The administrator will participate in MTSS meetings and review periodic assessment data to determine if students are making progress.	Brown, LaTonya	9/15/2014	MTSS Meeting Notes, Progress Monitoring SharePoint Assessment Data, MTSS Student Data Graphs	5/29/2015 biweekly
G1.B1.S3.MA1	Analyze student achievement data during MTSS meetings to determine progress.	Jennings, Michael	9/15/2014	Student Achievement Data Reflecting Assessment Gains, MTSS Student Data Graphs Reflecting Increases	5/29/2015 biweekly
G1.B1.S3.MA1	Conduct classroom walkthroughs to ensure implementation of Tier II and Tier III interventions.	Brown, LaTonya	9/1/2014	Classroom Walk-through Feedback, MTSS Meeting Notes, Tier II and Tier III Rosters	5/29/2015 weekly
G2.MA1	The leadership team will analyze student achievement data and classroom walk-through trends to determine if standards-based instruction is occurring.	Brown, LaTonya	9/15/2014	iObservation Data and Feedback, Data Binders	5/29/2015 weekly
G2.B1.S1.MA1	Review lesson plans and observe classroom instruction where teachers are implementing elements within DQs 3 and 4.	Brown, LaTonya	9/15/2014	Effective Implementation of Elements within DQs 3 and 4 in iObservation Data and Feedback	5/29/2015 weekly
G2.B1.S1.MA1	Administrator will attend professional development and review sign-in sheets, exit slips and lesson plans.	Brown, LaTonya	9/15/2014	PD Agenda, Sign In Sheets, Exit Slips, Lesson Plans	5/29/2015 monthly
G2.B1.S2.MA1	Observe teachers delivering standards-based instruction daily.	Brown, LaTonya	8/18/2014	iObservation Data Showing Consistency in Implementation of Common Plans Across Grade Levels	5/29/2015 weekly
G2.B1.S2.MA1	The principal will attend common planning meetings, review lesson plans, review coaching logs, and observe side-by-side coaching during classroom observations.	Brown, LaTonya	9/15/2014	Lesson Plans, iObservation Feedback, Coaches' Logs/Notes	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1	Observe teachers implementing Florida Standards assessments and using data to progress monitor.	Brown, LaTonya	9/15/2014	Effective Instruction of Florida Standards in iObservation Data and Feedback	5/29/2015 weekly
G2.B1.S3.MA1	Attend professional development, review lesson plans, review common assessments and observe classroom instruction.	Brown, LaTonya	9/15/2014	PD Agenda, Lesson Plans, Assessments, Data Binders, iObservation Data and Feedback	5/29/2015 biweekly
G2.B1.S4.MA1	Observe teachers meeting with students to review goals and implementing AVID higher order thinking strategies during instruction.	Figueroa Solis, Edmi	9/8/2014	Increase of AVID Strategies on AVID Feedback Form	5/29/2015 biweekly
G2.B1.S4.MA1	AVID coach will meet with teachers to provide observation feedback on implementation of strategies.	Figueroa Solis, Edmi	9/8/2014	AVID Feedback Form, AVID Binders	5/29/2015 monthly
G2.B1.S5.MA1	Observe teachers participating in the coaching cycle to ensure the delivery of daily standards-based instruction.	Brown, LaTonya	9/15/2014	Implementation of Standards-based Instruction in iObservation Feedback	5/29/2015 weekly
G2.B1.S5.MA1	Review coaching logs, observe instruction and facilitate discussions with teachers involved in the coaching cycle.	Brown, LaTonya	9/15/2014	Coaching Logs, iObservation Feedback	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Implement the MTSS framework to increase student achievement.

G1.B1 Lack of systems to effectively progress monitor the tiered layers of support to increase student achievement.

G1.B1.S1 Provide professional development of the MTSS framework, which includes data analysis and progress monitoring to drive instructional decisions.

PD Opportunity 1

Provide professional development of the MTSS framework to include analyzing multiple sources of data.

Facilitator

MTSS Coach

Participants

Teachers

Schedule

Annually, from 9/12/2014 to 9/12/2014

PD Opportunity 2

Provide professional development on teacher monitoring systems (frequency of data collection, data analysis, effectiveness of interventions based upon data, and strategies to make instructional adjustments).

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Monthly, from 8/13/2014 to 5/29/2015

G2. Increase daily standards-based instruction to teach to the rigor and complexity.

G2.B1 Teachers lack support in planning for rigorous lessons (Marzano Design Questions 3 and 4) that include higher order thinking questions and performance tasks.

G2.B1.S1 Provide professional development on Marzano's Design Questions 3 and 4 to increase rigorous standards-based instruction.

PD Opportunity 1

Provide professional development on Marzano's Design Questions 3 and 4.

Facilitator

Instructional Coaches, Principal

Participants

Teachers

Schedule

Monthly, from 9/15/2014 to 5/29/2015

G2.B1.S2 Provide coaching support during common planning.

PD Opportunity 1

Meet with grade levels during specified days of the week per core content to provide support in developing rigorous lessons using IFCs, MTPs, Test Item Specifications, Florida Standards, ESE/ELL strategies, Marzano strategies and other related instructional strategies to meet the needs of all students.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 9/15/2014 to 5/29/2015

PD Opportunity 2

Provide modeling and individual side-by-side coaching.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G2.B1.S3 Provide professional development on new Florida Standards Assessment.

PD Opportunity 1

Provide professional learning on new Florida Standards Assessment by visiting the DOE website resources and taking the practice assessments.

Facilitator

LaTonya Brown

Participants

Teachers

Schedule

On 8/27/2014

G2.B1.S4 Incorporate AVID strategies which focus on higher order thinking strategies and student goal setting.

PD Opportunity 1

Provide professional development to teachers on AVID strategies and goal-setting.

Facilitator

Nilda Morales

Participants

Teachers

Schedule

On 9/5/2014

G2.B1.S5 Provide support for teachers utilizing the coaching cycle.

PD Opportunity 1

Implement the coaching cycle for identified teachers in need of support based upon classroom observations and student data.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Implement the MTSS framework to increase student achievement.	10,000
Goal 2: Increase daily standards-based instruction to teach to the rigor and complexity.	31,000
Grand Total	41,000

Goal 1: Implement the MTSS framework to increase student achievement.

Description	Source	Total
B1.S1.A2	Title I Part A	10,000
Total Goal 1		10,000

Goal 2: Increase daily standards-based instruction to teach to the rigor and complexity.

Description	Source	Total
B1.S1.A1	School Improvement Funds	15,000
B1.S3.A1	School Improvement Funds	16,000
Total Goal 2		31,000