

Moton Elementary School



2014-15 School Improvement Plan

Moton Elementary School

7175 EMERSON RD, Brooksville, FL 34601

www.edline.net/pages/hcsb_mes

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
78%

Alternative/ESE Center
No

Charter School
No

Minority
40%

School Grades History

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

School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

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
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Moton Elementary School, everyone shows P.R.I.D.E.-by being POLITE, showing RESPECT, having INTEGRITY, being DEPENDABLE and EDUCATED. Moton Elementary will collaborate with parents and all community stakeholders to effectively prepare all students for a successful transition in a diverse and changing world.

Provide the school's vision statement

Moton Elementary is committed to reaching higher.

School Environment

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

Moton Elementary welcomes parents and students into the school during Open House and the Title I Annual Meeting to collect information on the various cultures and ethnic origins represented throughout the school. There is daily communication between teachers and families through the use of newsletters, agendas, email, and phone calls. Teachers and administration then use this information to build positive home-school relationships that address the unique needs of all students and families.

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

The administration and teachers of Moton Elementary greet each student and parent that enters the school each morning. Students are greeted by name and formally welcomed into the school whether by parent drop off or bus delivery. Each student is then encouraged to attend breakfast where staff is available to address any morning concerns, after which they are prompted to advance to their classrooms. The administration and guidance counselors have an open door policy in which students can visit at will throughout the day to handle any concerns that cannot be resolved by the classroom teacher. The entire staff is available after school until every child has left campus ensuring that every child experiences a safe learning environment daily.

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

Moton Elementary uses a Positive Behavior Support system to monitor and reinforce behavioral expectations on campus and within the classrooms. Students are rewarded for exceeding expectations and are encouraged to reflect on choices that lead to negative consequences. This allows students to correct their own behaviors in lieu of administrative intervention. Moton has a clearly defined set of school-wide expectations visible around the campus as well as classroom and grade level expectations established and reinforced by teachers. All staff consistently reinforces the behavioral expectations and receives professional development throughout the year based on data to make necessary adjustments to the 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

Moton utilizes its guidance counselors and social workers to teach small group sessions on social skills and positive interaction in the classroom, common areas, and during transition . Our teachers also incorporate a block of social skills instruction into their weekly teaching calendar. We also have in-class guidance sessions for all grade levels and a new student peer mentoring program. We are also supported by the district student services department to help support our unique population of students with behavioral challenges. There are additional outside agencies that provide support to our students and staff to ensure that the social-emotional needs of our students are being met. In addition, Moton is an active partner with the DOVE Foundation which provides social-emotional support to parents of female students to help with their transition from childhood to pre-teen years.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180076>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Moton Elementary meets monthly with the Title I and SAC committees that are made up of teachers, parents and community members. The meetings are set for the year at dates and times that are convenient for all stakeholders. Agenda topics include, but are not limited to, school improvement, securing and spending of allocated resources, and building and maintaining community partnerships. Stakeholders will be informed of the curriculum at the school, the forms and academic assessment used to measure student progress, and the proficiency levels students are expected to meet. These meetings also provide opportunities for community members to formulate suggestions and to participate, as appropriate, in the decisions relating to the utilization of resources to support the school and student achievement.

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
Griffith, Mark	Principal
Gousse, Joanne	Assistant Principal
Maner, Josandra	Other
Carr, Juretta	Other
DiFresco, Dawn	Guidance Counselor
Flaspeter, Ruth	Other
Fox, Jean	Guidance Counselor
Hamby, Bonnie	Teacher, ESE
Stuckey, Tom	Instructional Coach

Duties

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

The SBLT members are a diverse group of school personnel with a wide variance of experience. The team is made up of counselors, administrators, a reading teacher, assessment teacher, instructional practices coach, Title I Facilitator, an ESE resource teacher and a reading coach. The team has established a weekly cyclical data review calendar. Each week is dedicated to a specific content area in relation to the SIP in the areas of attendance and discipline, reading, math, science, lowest quartile performance and ESE. All members of the team have equal responsibilities in decision making as well as implementing the action plan developed at each meeting. Members of the team may be assigned to provide professional development or coaching to the faculty as needed and/or small group or individual interventions to students. Recommended components of each action plan are reviewed upon the next cycle.

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

The SBLT team will utilize data to establish areas in need of improvement. These focus areas range from school wide systems to an individual student's needs. Specific goals are prioritized to develop an action plan that is monitored for progress at a minimum of every four weeks. Adjustments are made and evaluated accordingly in order to address the effectiveness of core instruction, supplemental resource allocations such as funding for additional staff, additional curriculum, technology, and materials, as well as, teacher support systems, and small group and individual student needs. Weekly PLCs with specific data focus areas prompt changes in instructional delivery at the classroom level, drive intervention groups, and provide information for monthly grade level data chats.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mark Griffith	Principal
Joanne Gousse	Principal
Craig Barter	Teacher
JoSandra Maner	Teacher
Glenda Diveley	Parent
Kathy Ramjohn	Parent
Ruth Flaspeter	Teacher
Jean Fox	Teacher
Adrian Stewart	Teacher
Dee Fry	Teacher
Kenisha Gonzalez	Parent
Laura Casino	Parent
Cynthia Wiggins	Parent
Bonnie Hamby	Teacher
Susan Miranda	Parent
Natisha Feacher	Parent
Jowatha Maner	Parent

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

Last year, the SIP was reviewed and revised quarterly by members of the SAC in response to progress monitoring data using the problem solving process to address identified needs. At the first

SAC meeting of this year, a detailed report of the school wide performance data was presented to the committee, along with an explanation of the school grade and components of School Public Accountability Report (SPAR). The goals and barriers of last year's SIP were reviewed for percentage of mastery and evaluated for effectiveness.

Development of this school improvement plan

After evaluating last years's performance data, a new strategic goal was developed as the school-wide focus for this year. This goal and other school-wide initiatives were presented to SAC at the first meeting to review and make recommendations for improvement. The committee was asked to make recommendations in the areas of student achievement, attendance and tardiness, and discipline sections of the SIP. Feedback was sought and suggestions were reviewed and appropriate input was incorporated into the SIP. The final draft of the SIP was voted upon at the second meeting.

Preparation of the school's annual budget and plan

SAC is responsible for the allocation and dissemination of School Improvement Funds (SAC Budget). The SAC and Title I committees provide input and recommendations on the spending of the Title I allocation and school annual budget. At each meeting, a treasurer's report is given to report the use and intended use of allocated funds. All SAC expenditures must be voted on and approved by the committee prior to dispersal.

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

\$479.13 of the school improvement funds were used for student rewards and incentives.

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
Maner, Josandra	Other
Gousse, Joanne	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

A ninety minute reading block was incorporated into the master schedule for all grade levels, as well as a school-wide thirty minute RTI block for skills based strategic reading interventions. Reading instruction will engage students in mastering the Florida Standards (LAFS). Teachers will incorporate texts of varying levels of complexity into their instruction, providing various opportunities for students to read, write, and discuss the literary elements of any given piece. Reading Counts was also added as an school-wide initiative. Participation will be promoted using student incentives and class competition. Additional small group instructional practices will provided by all teachers and the supplemental reading resource teacher. Utilization of Pearson Waterford and Success Maker daily will provide differentiated reading instruction and creating prescriptive reading strand courses will

accommodate individual student learning needs. The LLT will meet monthly to review school-wide data and to discuss and promote state, district, and school based literacy initiatives.

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

All teachers have common grade level planning daily. Professional Learning Communities (PLC) are vertically aligned allowing equal grade level representation. Classroom coverage is provided so that teachers may observe colleagues who may be participating in a Lesson Study or who may have been identified as a model teacher for that quarter. Teachers will also the opportunity for additional planning hours outside of the contract day to collaborate vertically and horizontally on standards based instructional strategies.

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

All open positions are advertised on the district employment website. All applicants are pre-screened by the district before being able to apply for any listed position. An administrator or committee interviews every qualified applicant. New hired employees are provided with induction support with administration and mentor teachers. Ongoing professional development and frequent feedback is offered in a timely manner so that teachers feel supported. Weekly needs assessments are conducted to address teacher needs and concerns.

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

The assigned lead mentor or an additional Clinical Educator Trained teacher mentor meets regularly with mentees to provide support and assistance in the areas identified by the new teacher needs checklist. Administration also meets with mentees weekly during the first quarter to provide assistance and feedback. The mentor and mentee are paired based on grade level and content area experience. We also attempt to pair teachers based on common teaching pedagogic systems. New teachers also have many opportunities to observe veteran teachers and may also request to have lessons modeled for them by on staff trained instructional coaches. Additionally, new teachers are invited to be a part of the district new teacher cohort where they can reflect, brainstorm, and support other new teachers within the county.

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

All core curriculum provided by the district's instructional team has been modified for alignment to the new Florida Standards. Our supplemental programs (Waterford, Success Maker, Acaletics) have been updated for congruence to the new Florida Standards. Professional development is focused on standards based instruction. Administration, district reading, math and science teams as well as our SBLT will be doing ongoing walk throughs for fidelity checks on adherence to Florida Standards.

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

The SBLT meets weekly to disaggregate data in grades K-5. We use all available data sources such as: Pearson Success Maker, Waterford, FAIR, weekly assessments from reading and math, Acaletics, and SAM to monitor the progress of our students. In response to data, the SBLT writes an action plan to modify, if needed, the curriculum focus until the next cycle. This process continues throughout the school year. The SBLT facilitates grade level data chats examining grade level trends to support fluid walls for grouping students who need enrichment or more intensive skill based intervention. Computer programs are also designed for prescriptive needs of students. We provide robust support to students during our common school-wide MTSS time.

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: 3,600

Students are invited to attend an extended school day three times per week from November - March. Teachers will provide small group instruction using best practices continuing the current skills and strategies provided during the day. Teachers will use an acceleration strategy that provides significant background knowledge, scaffolding and support during lessons and sufficient review of skills for lessons during the school day.

Strategy Rationale

Acceleration - A systematic implementation of specific instructional strategies to address the various needs of all students. Specifically the process involves measures taken before lessons to prepare students for learning, measures taken during lessons to support and challenge students, and measures taken after instruction to provide effective remediation and review.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Maner, Josandra, maner_j@hcsb.k12.fl.us

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

Data will be reviewed weekly to ensure ongoing progress monitoring. Students will be grouped according to need based on the data. Fluid groupings will be reviewed periodically.

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

We have two Pre-K classrooms that feed into our K-5 cohort. Our Pre-K teachers are provided professional development in conjunction with the Kindergarten team to ensure vertical alignment. Pre-K and Kindergarten teachers work collaboratively throughout the year to provide support, observations and planning to prepare our incoming kindergarten students. Fifth grade teachers align standards based instruction with needed prerequisites to prepare students for a successful transition into middle school. All fifth grade students participate in middle school orientation prior to the end of fifth grade to meet with teachers, plan schedules and learn expectations.

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

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

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

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

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.** 100 percent of our teachers will rigorously teach the Florida Standards with fidelity in order for all students to produce high quality outcomes daily.

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. 100 percent of our teachers will rigorously teach the Florida Standards with fidelity in order for all students to produce high quality outcomes daily. 1a

G049902

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0
AMO Math - All Students	66.0
FCAT 2.0 Science Proficiency	53.0

Resources Available to Support the Goal 2

- Intensive professional development will be provided on unpacking the standards, using CPALMS to plan rigorous instruction and training on student led/centered instruction. District reading coaches, DOE coaches, administration and in house experts will be utilized to model, assist in walk throughs, and provide fidelity checks on progress.
- Current curriculum and supplemental instructional programs have been modified for alignment to the Florida Standards.

Targeted Barriers to Achieving the Goal 3

- Limited resources to provide effective professional development to all staff without compromising instructional contact time.

Plan to Monitor Progress Toward G1. 8

Multiple data sources will be disaggregated by the SBLT in order to identify grade level and individual teacher trends.

Person Responsible

Mark Griffith

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Walk through data will be analyzed specifically on Danielson's domain three. The coaching cycle will be used with reflective feedback documented. Professional development topics will be monitored for evidence of classroom implementation. Student work will be evaluated for alignment with the standards as well as level of complexity.

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. 100 percent of our teachers will rigorously teach the Florida Standards with fidelity in order for all students to produce high quality outcomes daily. **1**

 G049902

G1.B1 Limited resources to provide effective professional development to all staff without compromising instructional contact time. **2**

 B125348

G1.B1.S1 Professional development will be provided during the school day with additional professional development offerings after school on a voluntary basis with a stipend for participants. **4**

 S137232

Strategy Rationale

Limit the loss of student contact time due to teachers participating in professional development during the school day.

Action Step 1 **5**

Professional development will be provided during the school day with additional professional development offerings after school on a voluntary basis with a stipend for participants.

Person Responsible

Joanne Gousse

Schedule

Weekly, from 11/3/2014 to 5/22/2015

Evidence of Completion

Sign-in sheets from ERO will provide a full description of each professional development opportunity.

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

Administration and designees will monitor instruction in classroom to ensure lessons are consistent with facilitative planning sessions.

Person Responsible

Joanne Gousse

Schedule

Weekly, from 11/3/2014 to 4/10/2015

Evidence of Completion

Lesson plans, student products, and walk through data will be used as evidence of facilitative planning.

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

Feedback from administrative walk throughs and SBLT meeting action plan monitoring will be used to evaluate program effectiveness.

Person Responsible

Mark Griffith

Schedule

Weekly, from 11/21/2014 to 4/24/2015

Evidence of Completion

Lesson plans, student products, and walk through data will serve as evidence for effectiveness and fidelity of implementation.

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	Professional development will be provided during the school day with additional professional development offerings after school on a voluntary basis with a stipend for participants.	Gousse, Joanne	11/3/2014	Sign-in sheets from ERO will provide a full description of each professional development opportunity.	5/22/2015 weekly
G1.MA1	Multiple data sources will be disaggregated by the SBLT in order to identify grade level and individual teacher trends.	Griffith, Mark	8/25/2014	Walk through data will be analyzed specifically on Danielson's domain three. The coaching cycle will be used with reflective feedback documented. Professional development topics will be monitored for evidence of classroom implementation. Student work will be	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				evaluated for alignment with the standards as well as level of complexity.	
G1.B1.S1.MA1	Feedback from administrative walk throughs and SBLT meeting action plan monitoring will be used to evaluate program effectiveness.	Griffith, Mark	11/21/2014	Lesson plans, student products, and walk through data will serve as evidence for effectiveness and fidelity of implementation.	4/24/2015 weekly
G1.B1.S1.MA1	Administration and designees will monitor instruction in classroom to ensure lessons are consistent with facilitative planning sessions.	Gousse, Joanne	11/3/2014	Lesson plans, student products, and walk through data will be used as evidence of facilitative planning.	4/10/2015 weekly

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. 100 percent of our teachers will rigorously teach the Florida Standards with fidelity in order for all students to produce high quality outcomes daily.

G1.B1 Limited resources to provide effective professional development to all staff without compromising instructional contact time.

G1.B1.S1 Professional development will be provided during the school day with additional professional development offerings after school on a voluntary basis with a stipend for participants.

PD Opportunity 1

Professional development will be provided during the school day with additional professional development offerings after school on a voluntary basis with a stipend for participants.

Facilitator

Administration, reading coaches, Title I Facilitator

Participants

All grade level teachers

Schedule

Weekly, from 11/3/2014 to 5/22/2015

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: 100 percent of our teachers will rigorously teach the Florida Standards with fidelity in order for all students to produce high quality outcomes daily.	38,522
Grand Total	38,522

Goal 1: 100 percent of our teachers will rigorously teach the Florida Standards with fidelity in order for all students to produce high quality outcomes daily.		
Description	Source	Total
B1.S1.A1	SIG 1003(a)	38,522
Total Goal 1		38,522