St. Andrew School

2014-15 School Improvement Plan

St. Andrew School

3001 W 15TH ST, Panama City, FL 32401

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	%

Alternative/ESE Center	Charter School	Minority
No	No	%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Bay County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of St. Andrew School, in participation with our families and the community, is committed to providing a safe learning environment that promotes each child's social/emotional and academic development through positive behavioral supports and research-based practices. All students are provided opportunities to develop and achieve according to their own strengths in preparation for integration into the least restrictive educational and social setting.

Provide the school's vision statement

St. Andrew will provide a standard of excellence and positive supports in a safe environment where all students can achieve their full potential in academic, behavioral, and character development.

School Environment

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

Most students at St. Andrew School have an Individualized Education Plan which requires teachers to develop a knowledge of students' backgrounds by preparing Present Level of Performance statements in four domains. The IEP process involves a collaboration between teachers and parents. Teachers have a deeper understanding of student's academic, social and emotional levels due to small staff to student ratios. This builds relationships between staff and students.

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

Students are greeted each morning either at the bus loop or parent drop off zone. These areas are supervised and the campus is locked down with the exception of the front door which leads to the office. St. Andrew ensures continuous supervision for safety for every student. Students are escorted to the lunchroom, special areas, restrooms, and office throughout the day. Each classroom at St. Andrew School is staffed with a teacher and a paraprofessional. The number of students per class is kept low to ensure that students receive ample individual attention. School-wide expectations are to show respect, be safe, and be a problem solver.

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 PAWS (Positive Actions Work at St. Andrew) is a school wide positive motivational system. Privileges are earned by demonstrating positive behaviors which are respectful, safe, and reflect appropriate problem solving skills. Targeted behaviors are tracked on point sheets which are individualized according to the goals specified on each child's educational plan. The positive reinforcement system provides a consistent continuum of rewards and consequences. St. Andrew School has been recognized as a model school by the Florida Positive Support Project for the past six years.
All staff members are trained on the implementation of our school wide positive reinforcement

system. They also are trained and updated yearly in verbal and physical crisis management techniques.

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

St. Andrew has developed the Crisis Response Team consisted of counselors and support staff who ensure the social-emotional needs of all students are being met. Teachers can call supports throughout the day when students are struggling in the classroom or need a short break. Students who are displaying extreme physical and verbal loss of control are removed from the classroom environment for a short time to cool down. While removed from the classroom, members of the Crisis Response Team work with students to problem solve and offer emotional support. Many students participate in group counseling sessions as indicated on their Individualized Education Plans. Students are taught social skills in the classroom and throughout the school day.
St. Andrew School has a guidance department that includes a school guidance counselor, an intervention teacher and a counselor. These staff members support the social-emotional needs of the students.

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

-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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
	1	2	3	4	5	
Attendance below 90 percent	8	6	5	2	3	24
One or more suspensions	2	0	2	4	2	10
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	22	20	33	22	22	119

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	9	6	7	4	5	31

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

Implementation of self monitoring strategies. Regular data chats sessions for staff and students. Regular review of discipline data at PAWS and CRT meetings. Consultation with district data coach and literacy coach.

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/51234.

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

Members of the local community participate in the School Advisory Council. St. Andrew School participates in a variety of community activities in the historic St. Andrew District. The campus houses a community garden which is maintained by community members, staff, and students. We are partnered with St. Andrews Kiwanis who sponsor the BUGS (Bringing Up Grades) program where students receive rewards each quarter for academic achievement. Business partners provide resources and funding for academic and behavioral incentives.

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
Branstetter, Janie	Principal
Chace, Sara	Teacher, ESE
Cummings, Kristin	Teacher, ESE
Hair, Cassandra	Teacher, ESE
Johansen, Merlene	
Mckenzie, Janet	Teacher, ESE
Moyes, Tonya	Teacher, ESE
Rubenstein, Lisa	Guidance Counselor
Stephens, John	Teacher, ESE
Willis-Mathis, Karen	Teacher, ESE

Duties

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

St. Andrew's Leadership team consists of administration, curriculum chair, scheduling chair, textbook chair, school advisory chairperson, grade group leaders, and a guidance counselor. The team meets bi-monthly to discuss progress towards school improvement, academic achievement, upcoming events, school wide behavior, and grade group concerns. The Leadership Team problem solves and make decisions to improve the school.

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

St. Andrew School is organized like most elementary schools with the exception of the focus on student's social, emotional, and behavioral needs. St. Andrew follows BDS curricular frameworks in all content areas as well is charged with the implementation of the new Florida Standards. We abide by all BDS policy and procedures for assessment, school improvement and implementation of District and State initiatives for instruction, teacher evaluation and assessment. St. Andrew has been designated as a Title I school. St.Andrew School receives unit allocations from the District as well as support thought IDEA funds. The school leadership consist s of a principal and Admin. Asst. Leadership is distributed through 3 grade chairs and a leadership team that includes a SIP chair, Textbook chair,scheduling chair, curriculum chair, and guidance. This oversight group meets bi-monthly to oversee all operations and functions of the school. The grade chairs are the primary team that leads all curricular activities. These teams meet weekly to review data and plan instruction and assessment. The PAWS team oversees all components of the positive behavior support program, including daily behavior monitoring, rewards, incentives, earned Friday events, and crisis intervention. PAWS Team meets monthly and the CRT meets bi-monthly.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Janie Branstetter	Principal
Merlene Johansen	Principal
Tonya Speights	Education Support Employee
Sara Chace	Teacher
Lenora Holman	Business/Community
Fred Werner	Business/Community
Gloria Cain	Education Support Employee
Jessica Hibberd	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

St. Andrew School received an improving rating from the state. Efforts to make school improvement have been successful. The percentage of students who made gains in Reading went from 26% to 47%. The percentage of students who made gains in Mathematics went from 28% to 56%.

Development of this school improvement plan

The School Improvement Plan is reviewed at each SAC meeting. Progress toward goals and problems reaching those goals are reviewed. Title I funding and the integration of this funding towards meeting School Improvement Plan goals are discussed and voted upon. Input to the SIP is requested by all staff members at monthly meetings.

Preparation of the school's annual budget and plan

Principal will review annual budget with SAC, seek input and make adjustments as recommended.

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

School Improvement funds will be used in direct support of basic academic instruction and Professional Development that enhances the skills of the instructional staff in those subject areas.

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

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

St. Andrew continues to seek parent involvement in all aspects of our school programs. We invite parents through newsletters, phone calls, IRIS alerts, and face to face meetings.

Literacy Leadership Team (LLT)

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

Name	Title
Branstetter, Janie	Principal
Chace, Sara	Teacher, ESE
Cummings, Kristin	Teacher, ESE
Hair, Cassandra	Teacher, ESE
Johansen, Merlene	Administrative Support
Mckenzie, Janet	Teacher, ESE
Moyes, Tonya	Teacher, ESE
Rubenstein, Lisa	Guidance Counselor
Stephens, John	Teacher, ESE
Willis-Mathis, Karen	Teacher, ESE
Wroblewski, Cheri	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Leadership Team that consist of the 3 grade hairs, SIP chair, textbook chair, scheduling chair, guidance and administration function as the Literacy Leadership Team. The grade chairs and curriculum chair are the primary literacy leaders. With guidance from administration these teacher leaders manage the literacy needs of their grade teams through the PLC process. Primary focus is data based decision making, standards based instruction and development of common assessments.

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

St. Andrew has established Professional Learning Community Norms which are to be respectful and problem solve.Grade Groups meet weekly during a common planning hour to plan instruction, analyze data, and discuss concerns. Monthly staff meetings are held for all teachers and support staff. The Leadership Team will meet twice a month. PAWS meetings will be held once a month and a representative from each grade group will attend to discuss the school-wide behavior program. The curriculum chairperson schedules professional developments throughout the year to assist teachers in their planning and instruction.

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

St. Andrew keeps an up to date web site with school specific information. In addition to posting available jobs on the district website, teachers are encouraged to refer potential teachers to administration to see if their interest and skills align with St. Andrews educational objectives.

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

Grade group chairs will mentor new teachers. Grade group chairs have experience in the grade level and school-wide behavior system. Mentoring activities are planned through the district. Grade groups will meet with new teachers as needed.

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

The PLCs at St. Andrew have as their primary focus curricular alignment with the new Florida standards. The use of Bay District pacing guides and implementation of research- based instructional practices ensure this alignment.

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

Data-based decision making is our focus. Each teacher maintains a data notebook of students' results on formative and summative assessments, state assessment and work samples. Students are placed into core curricular programs based on the data. St. Andrew School meets students at their level in order to build success and motivation. Intervention processes are in place with ongoing progress monitoring. Teachers are encouraged to push those students who are on the verge of reaching the next proficiency level.

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: Summer Program

Minutes added to school year:

Extended School Year will be offered to all ESE students attending St. Andrew to continue behavior supports and provide academic instruction through the summer.

Strategy Rationale

Students who attend summer program better maintain academic and behavioral performance. They suffer less regression in their skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Behavior monitoring will continue over the summer with all students attending Extended School Year. Progress monitoring from year to year using DEA.

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

St. Andrew School 5th graders transition to either New Horizons Learning Center or to their home middle school, if they demonstrate readiness. Articulation meetings are held in the spring to include parents, students and the receiving school. Pre-kindergarten was moved off of St. Andrew campus this school year due to needs for space. Those Prek students at Oakland Terrace Elementary that demonstrate the need for services at St. Andrew School will also have spring articulation meetings.

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

NA

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

NA

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

NA

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   Increase students' levels of achievement in all academic areas through ongoing examination of data to guide instruction.

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. Increase students' levels of achievement in all academic areas through ongoing examination of data to guide instruction. 1a

🔍 G047676

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	49.0
AMO Math - All Students	48.0
Discipline incidents	5.0

Resources Available to Support the Goal 2

- part time literacy and instructional coach
- common grade level planning
- Title I Parent Liaison
- Professional Learning Communities
- Researched based core reading program
- Crisis Intervention Team
- Technology
- District in-services
- Lora McCalister-Cruel (district data support)

Targeted Barriers to Achieving the Goal 3

- Most of our students are below grade level
- Need for professional development in the area of data collection and analysis

Plan to Monitor Progress Toward G1. 8

Leadership Team will meet to review progress. Common assessments and data notebooks will be analyzed. DEA will be used for mid-year review.

Person Responsible
Janie Branstetter

Schedule
Monthly, from 8/19/2013 to 6/5/2015

Evidence of Completion
Meeting minutes, graphs

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. Increase students' levels of achievement in all academic areas through ongoing examination of data to guide instruction. 1

🔑 G047676

G1.B1 Most of our students are below grade level 2

🔑 B120889

G1.B1.S1 Improve students' awareness of ability levels through the use of student owned data collection and analysis. 4

🔑 S140966

Strategy Rationale

When students monitor and take ownership of their progress, research supports improved achievement.

Action Step 1 5

Create and implement data notebooks

Person Responsible

Janie Branstetter

Schedule

Daily, from 9/8/2014 to 6/5/2015

Evidence of Completion

Examples of student notebooks

Action Step 2 `5`

Student participation in daily point sheet and goal setting

Person Responsible

Janie Branstetter

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student graphs, goal sheets

Action Step 3 `5`

Regularly scheduled student/ teacher data chats

Person Responsible

Janie Branstetter

Schedule

On 6/5/2015

Evidence of Completion

lesson plans, observations, data chat notes

Action Step 4 `5`

Rewards Program

Person Responsible

Janie Branstetter

Schedule

On 6/5/2015

Evidence of Completion

Earn Friday logs

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

    Person Responsible

    Schedule

    Evidence of Completion

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

    Person Responsible

    Schedule

    Evidence of Completion

G1.B5 Need for professional development in the area of data collection and analysis `2`

🔑 B120922

G1.B5.S1 Increase teacher knowledge of data driven instruction through the PLC process. `4`

🔑 S132835

Strategy Rationale

By increasing teacher knowledge, teachers will be able to identify weak and strong areas to help guide instruction.

Action Step 1 `5`

Common planning will be provided enabling grade level teams to meet on a regular basis.

    Person Responsible

    Janie Branstetter

    Schedule

    Daily, from 8/19/2014 to 6/5/2015

    Evidence of Completion

    meeting minutes

Action Step 2 5

Grade Chairs will participate in professional development on implementing PLCs.

Person Responsible

Janie Branstetter

Schedule

Monthly, from 8/26/2014 to 6/5/2015

Evidence of Completion

Meeting minutes

Action Step 3 5

Grade Chairs will meet regularly with teams to analyze data and develop common assessments

Person Responsible

Karen Willis-Mathis

Schedule

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

Evidence of Completion

Action Step 4 5

Professional development will be provided to all staff in data collection and analysis

Person Responsible

Schedule

Evidence of Completion

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.B5.S1.A1	Common planning will be provided enabling grade level teams to meet on a regular basis.	Branstetter, Janie	8/19/2014	meeting minutes	6/5/2015 daily
G1.B1.S1.A1	Create and implement data notebooks	Branstetter, Janie	9/8/2014	Examples of student notebooks	6/5/2015 daily
G1.B5.S1.A2	Grade Chairs will participate in professional development on implementing PLCs.	Branstetter, Janie	8/26/2014	Meeting minutes	6/5/2015 monthly
G1.B1.S1.A2	Student participation in daily point sheet and goal setting	Branstetter, Janie	8/19/2014	Student graphs, goal sheets	6/5/2015 daily
G1.B5.S1.A3	Grade Chairs will meet regularly with teams to analyze data and develop common assessments	Willis-Mathis, Karen	8/25/2014		6/5/2015 weekly
G1.B1.S1.A3	Regularly scheduled student/ teacher data chats	Branstetter, Janie	9/8/2014	lesson plans, observations, data chat notes	6/5/2015 one-time
G1.B5.S1.A4	Professional development will be provided to all staff in data collection and analysis			one-time	
G1.B1.S1.A4	Rewards Program	Branstetter, Janie	8/29/2014	Earn Friday logs	6/5/2015 one-time
G1.MA1	Leadership Team will meet to review progress. Common assessments and data notebooks will be analyzed. DEA will be used for mid-year review.	Branstetter, Janie	8/19/2013	Meeting minutes, graphs	6/5/2015 monthly
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	[no content entered]			one-time	

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 Opportuntities

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

G1. Increase students' levels of achievement in all academic areas through ongoing examination of data to guide instruction.

G1.B5 Need for professional development in the area of data collection and analysis

G1.B5.S1 Increase teacher knowledge of data driven instruction through the PLC process.

PD Opportunity 1

Professional development will be provided to all staff in data collection and analysis

Facilitator

Grade Group Chairs

Participants

All instructional staff

Schedule

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: Increase students' levels of achievement in all academic areas through ongoing examination of data to guide instruction.	3,530
Grand Total	**3,530**

Goal 1: Increase students' levels of achievement in all academic areas through ongoing examination of data to guide instruction.		
Description	**Source**	**Total**
B1.S1.A1 - Binders for data notebooks	General Fund	267
B1.S1.A4 - Earn Friday rewards/ field trips	General Fund	2,000
B5.S1.A4 - 1/2 day planning for math PLCs (2 times a year)	Title I Part A	1,263
Total Goal 1		**3,530**