

Morningside Elementary School

2300 SE GOWIN DR, Port St Lucie, FL 34952

<http://www.stlucie.k12.fl.us/mse/>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

61%

Alternative/ESE Center

No

Charter School

No

Minority

47%

School Grades History

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

School Board Approval

This plan is pending approval by the St. Lucie 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>.

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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	3	Ella Thompson
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 Morningside Elementary School is to provide all students a safe and positive learning environment, rigorous academic curriculum, and access to technological resources evidenced by continuous student achievement.

Provide the school's vision statement

Morningside Elementary School, in partnership with families and the community, will be an educational institution of academic excellence. Each student will be afforded the opportunity to reach his or her maximum potential to be a successful citizen in the global society.

School Environment

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

Morningside's expectation is for teachers to build relationships with their students by taking a vested interest in their individual students by using school-wide initiatives such as: Kagan where teachers use classbuilding and teambuilding structures in order to create a sense of family culture within the classroom. Ruby Payne which is a framework for poverty, looks at building relationships with students through mentoring and one-on-one conferencing based on their needs. Climate surveys and interest inventories are used to gain a deeper understanding of students. Teachers use culturally relevant curriculum to reach all diversity in classrooms.

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

Morningside has created an Anti-Bullying environment. The district has a bullying policy and all students and teachers are trained in bullying procedures. Parents have access to bullying resources via the district website and bullying forms are available at school and online and can be filled out and submitted to the administration personally or anonymously.

The school is equipped with a school-wide camera system and a entry front door security system. All teachers are encouraged to keep their classroom doors locked and the entire campus is locked throughout the day.

Staff members are strategically placed throughout the campus to ensure students are safe during arrival and dismissal times and safety patrols are chosen with specific duties to keep younger students safe during those times as well.

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

Positive Behavior Interventions and Support is based on understanding why problem behaviors occur - the behavior's function. This approach to behavior can occur on a school-wide level, in a specific setting, classroom, or with an individual student. PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. On an individual level, PBIS uses functional behavior

assessments to understand the relationships between a student's behavior and characteristics of his or her environment.

On a school-wide level, PBIS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBIS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

PBIS provides a positive and effective alternative to the traditional methods of discipline. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance.

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

A school-wide Multi-Tiered System of Support (MTSS) is utilized to identify and support students with social/behavioral and or educational interventions and resources, provided by school faculty and community professionals. Personnel roles and responsibilities support continuous academic and behavioral improvement in MTSS. Instructional personnel met weekly to review data and plan collaboratively. A problem-solving team meets bi-weekly to plan and review MTSS progress and fidelity. Exceptional Student Education Team includes highly qualified personnel who support students' individual education plans through inclusion and resource instruction.

Other groups on campus or personnel coming to the campus to make sure that students needs are being met: Counseling, staff mentors meeting with identified students, New Horizons, Rainbow groups, Too Good for Drugs, Big Brothers and Big Sisters mentoring, Children's Services Council of St. Lucie County

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

The early warning system that is in place is analyzing data and placing students. Teachers are expected to analyze their individual student data to identify any/all students from the below list:

Excessive absences (10 or more)

In/Out of School Suspensions

Academic grades D or F

Level 1 and 2 on FCAT

Prior retentions

Teachers will differentiate their instruction based on student needs.

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	0	7	3	0	2	0	12
One or more suspensions	5	5	4	4	13	20	51
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	11	10	32
Level 1 on statewide Math assessment	0	0	0	8	13	20	41
Level 1 on statewide Science assessment	0	0	0	0	0	17	17

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

Indicator	Grade Level			Total
	1	4	5	
Students exhibiting two or more indicators	1	2	2	5

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

Attendance Committee- monitors absences and creates a reward/incentive system for improved academics, parent conferences, letters sent home...

MTSS

Differentiated Instruction

Mentoring

Truancy Officer

Parent Conferences

Problem Solving Team

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?

No

PIP Link

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

Description

Morningside Elementary School will continue to involve parents in the decision making processes and planning via its School Advisory Council meetings, feedback received from parents on an on-going basis during conferences and other collaborative parent school opportunities. The process will begin with Meet Your Teacher prior to the opening of school by making parents feel welcome and inviting them to become partners in their child's education. The process of making parents and families feel welcome and motivating them to become involved will be ongoing. MSE will offer meetings at various times to support our parents and families.

The school will provide information regarding parent meetings using: Monthly Parent Newsletters, the

school website, Skyward Portal, School Messenger in English and Spanish (when translator is available), and Friday Communication Folders. Information concerning assessments, curriculum information and the way in which it is assessed and data will be discussed throughout the year. These times may include Open house, student led conferences, School Advisory Council meetings, Parent Conferences, IEP meetings, EP meetings, and MTSS meetings. Progress monitoring, data, including, but not limited to FSA, and district assessments will be shared with parents during SAC meetings and parent conferences. Parents will be notified of SAC and PTO meetings in the parent newsletters, marquee, and School Messenger phone calls. The parent newsletter is sent home with students the first part of each month. Activities for that month will be on a calendar within the newsletter. Follow-up School Messenger messages will be made prior to the event. Parental feedback and sign-in sheets will be used to monitor attendance.

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

Morningside builds and sustains partnerships with the local community by partnering with businesses as they support our students by donating school supplies so students have what they need to be successful.

Our volunteers play an integral part in student achievement as they volunteer their time in classrooms to work with students in various subjects and/or build relationships with them. MSE trains our volunteers and business partners with an orientation and shows our appreciation with a special breakfast.

Our School Advisory Council and PTO work hard in ensuring that our students have various resources to support them and our school by fundraising, donations, events, etc...

Our community partners are displayed on bluejays that are placed on a tree that is painted on the wall in the office.

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
Bell-Gray, Cortina	Principal
Roach, Cindy	Assistant Principal

Duties

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

- Mrs. Bell-Gray
- Assessments
 - Easy CBM (3-5)
 - Comprehensive (3-5)
 - * Holistic (3)
 - Data Analysis
- Grades 3-5, ESE
- All Subjects
- Professional Development
 - St. Lucie Framework

- Learning Communities
- Thinking Maps
- Florida Standards (K-5)
- Assessments/Grading

MTSS

SIP Goals- Literacy/Writing

ESE

5th grade graduation, TOY, SREY, OFYT, DMEA, Food Services, , Public Relations, Open House, Literacy/Book Fairs, Substitute Teachers, Student planners, Friday folders, Yearbook, Five Star SAC, BLPT, PTO, Leadership Team

Mrs. Roach

Assessments (Data Coach)

- FCAT (3-5)
- FLKRS (K)
- Easy CBM (K-2)
- SAT -10 (Retained 3rd)
- Data Analysis
- SRI (2-5)
- Reading Counts
- CBT (5)

Grades K-2, Resource

All Subjects

Professional Development

- St. Lucie Framework
- Kagan
- New Teacher Induction
- SHINE
- Florida Standards (K-5)
- Assessments/Grading

HQ/Out of Field

MTSS/PBS

SIP Goals- Math/Science

Field Trips, School Dude, ESOL, Computer Labs

Master Schedule, K Bridge Ceremony, Keys, Discipline, Facilities/Maintenance, Inventory, Technology, Instructional Materials, School Calendar/Activities, Emergency Plans, Buses, Student Handbook, Fundraisers, Volunteers/Business Partners,

Front Office, Science Fair, Website

SAC, BLPT, PTO, After-School Tutoring Coordinator

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

Morningside follows the state expectations of hiring highly qualified teachers who are in-field for the subjects they are teaching. Teacher strengths are matched with student needs when determining class placements.

A budget is given and is spent on instructional materials that meet state standards and curriculum needs. The bookkeeper has an inventory of resources.

The methodology for coordinating and supplementing federal, state and local funds would be fundraising.

The leadership team is responsible and meet weekly to conduct root cause analysis to determine how to apply resources for the highest impact.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cortina Bell-Gray	Principal
Cynthia Roach	Principal
Eric Graff	Teacher
Mar-Lou Jennings	Teacher
Cathy Oliver	Teacher
Brooke Martin	Parent
Bob Ryan	Business/Community
Craig Perry	Business/Community
Kirsten Chism	Parent
Sherri Varn	Teacher

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

The school improvement plan was presented to SAC and there was a discussion and chance for any input on changes. Plan was voted on and approved.

Development of this school improvement plan

SAC's primary function is to develop and oversee the implementation of the SIP that will serve as the framework for school improvement.

Preparation of the school's annual budget and plan

There is an annual budget for SAC and will be used to support strategies listed in the School Improvement Plan.

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

SAC had no funds last year.

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
Bell-Gray, Cortina	Principal
Roach, Cindy	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team is comprised of administrators, teachers, and support staff. This team develops the goals for the SIP literacy portion as well as instructional strategies and barriers. This team is instrumental in promoting literacy within the school by going deeper with our Reading Counts program, ensuring teacher and student accountability. This team will analyze data to monitor student achievement and utilize strategies based on differentiated instruction.

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 have common planning times. Collaborative planning time is expected twice a month where teachers are expected to use data to drive their core curriculum, plan engaging lessons consistent with our framework and to work towards the goals established in our school improvement plan. They also use this time to analyze strategies with differentiated instruction and MTSS. Collaborative planning meetings are also scheduled with ESE teachers and inclusion teachers. Collaborative Facilitators have been trained to make sure collaborative planning takes place with fidelity. Vertical articulation takes place throughout the grades

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

The district/school holds annual job fairs, hire in-field teachers, provide new teachers with mentoring opportunities like SHINE, communicate with Director of Recruitment and Retention to express our needs at the school level.

Morningside has on-going professional development to aid in teacher professional growth.

Morningside has an established reputation of high expectations and a positive school culture.

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

The SHINE program is a district wide program for new teachers and their mentors. Morningside has a mentoring program where new teachers are paired with an experienced teacher. Mentoring activities were planned according to needs assessment consisting of: evaluation system, standards-based instruction, planning, etc...

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 district ensures everything is aligned because they order all instructional materials and all other materials have to be approved through a Curriculum Review Team.

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 used: Easy CBM, district assessments, classroom assessments, state assessments (3-5). Instruction is modified by teachers utilizing differentiated instruction, tiered groups, small group learning, and MTSS.

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:

Strategy Rationale

Strategy Purpose(s)

""

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

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

Articulation between Pre-K and Kindergarten teachers. VPK teachers prepare students for entering Kindergarten.

Articulation between 5th and 6th grade teachers. Counselors come to our school to talk to 5th grade students about their middle school.

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

Elementary school lays the foundation for getting students college and career ready based off of the FL Standards.

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.** Implement, with fidelity, Standards-based instruction, which includes higher order thinking questions, depths of knowledge, differentiated instruction and progress monitoring of student achievement.

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, with fidelity, Standards-based instruction, which includes higher order thinking questions, depths of knowledge, differentiated instruction and progress monitoring of student achievement. 1a

G040178

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Impact meetings twice a month with a focus on differentiated instruction, standards-based instruction, progress monitoring, and higher order thinking questions.
- Protecting blocks of time for instruction
- Learning community for differentiated instruction
- Resources available: teaching channel, articles, books
- Response to Literature Training for staff
- Different trainers on campus for Marzano, Kagan, Thinking Map, Response to Literature.
- Data protocols used for analyzing student data
- Data room used to track and monitor student achievement

Targeted Barriers to Achieving the Goal 3

- Lack of training in DI

Plan to Monitor Progress Toward G1. 8

Teachers will track student growth on a data wall.

Person Responsible

Cortina Bell-Gray

Schedule

Monthly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Data towards student achievement for reading and math as evidenced by classroom assessments. Data protocols will be turned in each month and student growth will be tracked on the data wall.

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, with fidelity, Standards-based instruction, which includes higher order thinking questions, depths of knowledge, differentiated instruction and progress monitoring of student achievement. **1**

 G040178

G1.B1 Lack of training in DI **2**

 B097124

G1.B1.S1 School wide goal for differentiated instruction and more training for teachers. **4**

 S108336

Strategy Rationale

Teachers are at different levels with DI. Our school-wide goal is to implement DI with fidelity, so in order to do that, our teachers need training based on their levels and where they are with implementing DI.

Action Step 1 **5**

Teachers will participate in a learning community that will be offered at different levels to suit all of the teacher's needs.

Person Responsible

Cindy Roach

Schedule

Biweekly, from 9/17/2014 to 5/27/2015

Evidence of Completion

LC documentation supporting their smart goal.

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

Administration will monitor fidelity by observations and targeted documentation.

Person Responsible

Cortina Bell-Gray

Schedule

Monthly, from 9/17/2014 to 6/4/2015

Evidence of Completion

Observations through informals and walk-throughs. Documentation in lesson plans.

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

Administration will monitor for the effectiveness of implementing differentiated instruction.

Person Responsible

Cortina Bell-Gray

Schedule

Weekly, from 9/17/2014 to 6/4/2015

Evidence of Completion

Observations and lesson plans.

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	Teachers will participate in a learning community that will be offered at different levels to suit all of the teacher's needs.	Roach, Cindy	9/17/2014	LC documentation supporting their smart goal.	5/27/2015 biweekly
G1.MA1	Teachers will track student growth on a data wall.	Bell-Gray, Cortina	9/30/2014	Data towards student achievement for reading and math as evidenced by classroom assessments. Data protocols will be turned in each month and student growth will be tracked on the data wall.	6/4/2015 monthly
G1.B1.S1.MA1	Administration will monitor for the effectiveness of implementing differentiated instruction.	Bell-Gray, Cortina	9/17/2014	Observations and lesson plans.	6/4/2015 weekly
G1.B1.S1.MA1	Administration will monitor fidelity by observations and targeted documentation.	Bell-Gray, Cortina	9/17/2014	Observations through informals and walk-throughs. Documentation in lesson plans.	6/4/2015 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, with fidelity, Standards-based instruction, which includes higher order thinking questions, depths of knowledge, differentiated instruction and progress monitoring of student achievement.

G1.B1 Lack of training in DI

G1.B1.S1 School wide goal for differentiated instruction and more training for teachers.

PD Opportunity 1

Teachers will participate in a learning community that will be offered at different levels to suit all of the teacher's needs.

Facilitator

Learning Community Trained Facilitators

Participants

All classroom and ESE teachers.

Schedule

Biweekly, from 9/17/2014 to 5/27/2015