College Park Elementary School

effective leadership strategies resources needs assessment ambitious increased collaborative teaching instruction supportive building relationships achievement environment school improvement family and community problem step planning involvement public mission 8-Step solving zero and vision students strategic college and career goals

2014-15 School Improvement Plan

College Park Elementary School

1330 SW 33RD AVE, Ocala, FL 34474

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	68%

Alternative/ESE Center	Charter School	Minority
No	No	75%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at College Park Elementary School is to provide all students with the educational opportunitities needed to develop academic skills and character traitis necessary for a diverse and global society.

Provide the school's vision statement

Our vision at College Park Elementary is to provide a quality education in a safe and nurturing environment.

School Environment

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

School demographic data provides the school with information related to the diversity on our campus. Teachers provide opportunities to engage students in multi-cultural activities that promotes awareness of family backgrounds.

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

CPE is a PBS school. Everyone on campus has been trained in the Positive Behavior Support System. CPE's focus is on promoting Respect, Responsibility and being a Role Model among staff and students.

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

CPE is a PBS school. Everyone on campus has been trained in the Positive Behavior Support System. CPE's forcus is on promoting Respect, Responsibility and being a Role Model among staff and students.
A strategy from our PBS program is the implementation of three interventions before a behavior referral is documented.

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

Our guidance counselor meets weeekly to provide small group counseling services to meet student needs, such as interactive social groups and the check-in and check-out monitoring system.
We also provide mentoring for students identified by our Early Warning Sytem as being high risk students.
PBS is a major focus on our campus this year and many student-based activites are planned to provide appropriate opportunities for students to socialize..

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

Performance Matters is used to monitor the EWS indicators such as students with attendance below 90 percent, ELA and Math course failure and students scoring Level 1 on the statewide assessments in ELA and Math. the Student Management System is used to monitor students with one or more suspensions.

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	25	24	24	19	11	9	112
One or more suspensions	7	7	16	13	5	13	61
Course failure in ELA or Math	9	26	31	26	4	19	115
Level 1 on statewide assessment	0	0	0	79	34	54	167

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	5	8	6	2	1	23

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

School-wide intervention strategies to improve academic performance for students identified by the early warning system includes: PBS, mentoring, counseling, and parent notification.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
Yes

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

Description

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

At CPE we hold an annual orientation, open house, title one meeting, and four Family Understanding Nights (FUN). We also have a monthly newsletter, parent and student portals, Central Florida College is our business partner and supports CPE through activities such as: Jr. Acheivement, readers for Altrusa, Career Day and volunteers for various events. Meadowbrook Church is a new community resource which sponsors many PBS and other school activities.

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
Boston, Cassandra	Principal
Doles, Patricia	Assistant Principal
Smithies, Lesa	Instructional Coach
Chin, Calvin	Dean
Wint, Lluana	Guidance Counselor
Ashberger, Kelly	Instructional Coach
Leilich, Steve	Instructional Coach

Duties

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

Cassandra Boston, Principal, Team Leader
Patricia Doles, Assistant Principal of Curriculum
Lluana Wint, Guidance Counselor and MTSS Facilitator
Calvin Chin, Dean of Students and PBS Facilitator
Lesa Smithies, Reading Coach
Kelly Ashberger, Math Coach
Steve Leilich, Academic Coach
CPE Leadership Team meets monthly to discuss school academic climate, upcoming events and teacher/staff concerns .The school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data.
The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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 school leadership team met before school to develop a master schedule. The team discussed and created the intervention groups needed based on the end of last year's assessments. Interventions times across grade levels were added along with the personnel needed to facilitate interventions as well as enrichment groups.

ESOL paras and regular classroom paras schedules were created where he or she would have the most impact on students.

Cassandra Boston is the person responsible for calling the Leadership Team together monthly and evaluating the implementation of the intervention/enrichment activities. P. Doles is also responsible for evaualting interventions and entering intervention curriculum into Destiny for record keeping. Dr. L. Smithies, K. Ashberger, and S. Leilich are responsible for determining how to apply our resources for the highest impact.

Below is the methodology for coordinating and supplementing federal, state, and local funds, services and programs:

Title 1 - Part A: College Park is a Title 1 school. A resource teacher and an Academic Coach is paid out of Title 1 funds.These teachers assists with new teachers, staff development, curriculum and evaluation, and tutoring low-performing students. We have also hired Paraprofessionals to tutor students that need extra assistance and provide support to various remediation programs.

Central Florida College, Publix, and local churches provide school supplies for students and Thanksgiving and Christmas food baskets for low socioeconomic families. We also participate in a local service that provides backpacks filled with food that students pick up on Friday and return on Monday. The "Backpack Program" has been funded through Childhood Development Services locally. We also collaborate with the Central Florida Community College who works to provide two of our fifth graders a scholarship to the community college through a foundation.

Title I Part C:

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. District funds are used to purchase school supplies, provide an after school tutorial program to improve grades, increase promotion, improve attendance and reduce the drop out rate. a Migrant Liaison works with schools and families to identify students and provide needed referrals for families. School guidance counselor works with migrant families on an as needed basis. School provides mini orientation for migrant Pre-K students.

Title I Part D:

Through the Title IV grant, College Park participated in Red Ribbon Week and the anti-bullying program. CPE sponsors an "Anti-Bullying Program" through the district office.

Title II:

The district provided training opportunities for our teachers through Title II funds.

Title III:

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X Homeless: District Homeless Social Worker provides resources (clothing, school supplies, referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Families who are in need of support are identified through referrals to the guidance. Students participate in free breakfast and free lunch programs. Community churches sponsor a BackPack Program for needy students. Students take home a backpack full of food on the weekends to assist in providing food in the home. Backpacks are returned on Monday and refilled for the next weekend. Our guidance department gives out information on the Community Technical Adult Education and Central Florida Community College as needed.

Supplemental Academic Instruction:

We do not have SAI - Supplemental Academic Instruction through the district. We do provide Before and After School Academic Instruction for our students.

Violence Prevention Programs:

Continuation of our anti-bullying program and participation in Red Ribbon Week. Harbour View sponsors an "Anti-Bullying Program" through the district. Our Dean participates in a district training for an anti-bullying program, entitled Respect.

Nutrition Programs:
We also participate in a local service that provides backpacks filled with food that students pick up on Friday and return on Monday. This program has been funded through Childhood Development Services locally. All of our students receive free breakfast and we are 80% free or reduced lunch.
Adult Education:
Information regarding classes offered at the Community Technical Adult Education are available upon request .
Career and Technical Education:
Career Education is dealt with on an individual grade level basis by discussing careers and bringing in resource people.
Other:
College Park takes advantage of the Marion County Health Department through the use of a nurse on campus and to train staff to assist with students with specific medical needs.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Cassandra Boston	Principal
Patricia Doles	Education Support Employee
Lorrie Orange	Teacher
Kelly Besser	Business/Community
Brenda Acevedo	Parent
Joylene Smith	Parent
Gerry Lynch	Parent
Jasmine Brown	Parent
Clarissa Medina Ortega	Parent
Anna Maria Perez	Parent
Melissa Poole	Parent
Veronica Gonzalez	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

The 2014-2015 school advisory council will meet to review the goals of the plan. Discussions and adjustments will be made to ensure the plan is aligned to the school's expectations for academic achievement for the 2014-2015 school year.

Development of this school improvement plan

In May of 2014 a school improvement work session was held on to develop a draft of the 2014/2015 CIMS plan.

Preparation of the school's annual budget and plan

In May of 2014 a school improvement work session was held on to discuss and plan CIMS activities and the necessary expenditures.

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

School improvement funds will be used to provide subs and stipends for professional development opportunities.

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
Boston, Cassandra	Principal
Doles, Patricia	Assistant Principal
Smithies, Lesa	Instructional Coach
Leilich, Steve	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

CPE LLT will meet once a month to monitor school-wide fidelity of our 90/120 minute reading block and the 45 minute intensive intervention/enrichment block. The Reading Coach, Dr. Lesa Smithies, chairs this committee, which consists of grade level reading teachers and school administration.
The LLT will monitor effective teaching in reading in all classrooms K-5 and continue to make Professional Learning Communities a major part of the way teachers collaborate and plan whole group instruction, literacy centers, and guided reading lessons.
Implementing Florida Standards with fidelity across K-5 grade levels is also a big focus for this school year. Teachers will share best practices, review current student data for re-teaching if necessary, with administrative monitoring to endure effective teaching is taking place.

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

College Park fosters positive working relatinships between teachers by scheduling Grade Level PLCs where teachers share best practices, review instructional data and create lesson plans.
Team building activities during school wide PLCs or trainings, Sunshine events, and PBS activities give teachers time to strengthened relationships.

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

School Orientation - Cassandra Boston
Appoint Mentor Teachers - Cassandra Boston
Orient to curriculum materials and school policies - Cassandra Boston
Schedule classroom visits to offer support - Cassandra Boston / Patricia Doles
Encourage teachers to participate in school-based committees - Patricia Stout / Teachers
Provide feedback to new teachers - Cassandra Boston/ Patricia Doles / Teachers

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

Allison Blankenship (veteran Kindergarten teacher) will mentor Alexander Lehner-Morin (first year Kindergarten teacher). Mentor and new teacher will meet weekly to go over lesson plans, discuss curriculum and analyze student performance.
Kari Lewis (veteran Kindergarten teacher) will mentor Candace Collins (first year Kindergarten teacher). Mentor and new teacher will meet weekly to go over lesson plans, discuss curriculum and analyze student performance.
Cheryl Jones (veteran 3rd grade teacher) will mentor Paricia Irizarry (new 3rd grade teacher). Mentor and new teacher will meet weekly to discuss curriculum, prepare lesson plans, and analyze student performance.
Louketha Daymon (veteran 4th grade teacher) will mentor Megan Johns (new 4th grade teacher). Mentor and new teacher will meet weekly to discuss curriculum, prepare lesson plans, and analyze student performance.
Lori Kolb (veteran Kindergarten teacher) will mentor Allison Laplante (new to 3rd grade teacher). Mentor and Mrs. Laplante will meet bi-weekly to discuss curriculum, create lesson plans, and analyze student performance.
Janice Belanger (veteran 1st grade teacher) will mentor Beverly Gilbert (new to 1st grade teacher). Mentor and Mrs. Gilbert will meet bi-weekly to discuss curriculum, create lesson plans, and analyze data.
Laura Keller (veteran 4th grade teacher) will mentor Deborah Davenport (new to 4th grade teacher). Mentor and Mrs. Davenport will meet bi-weekly to discuss curriculum, create lesson plans, and analyze data.

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

We use the district endorsed and stated approved Wonders Reading series. This series is Common Core aligned. Teachers are given copies of the Florida Standards with district created curriculum maps aligned to the Florida standards.
District provides monthly opportunities for training and staff development in the core currculum areas. Half days are used for school site trainings by instructional coaches, STEM leads, and administration.

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

College Park Elementary uses data to provide and differentiate instruction to meet diverse needs of students as follows:
•Whole group, small group and one-on-one instruction based on student needs

•Uninterrupted 90 minute reading block
•Providing interventions based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for each grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Monitoring progress at the class and grade level during data meetings/PLC's
•Conducting data chats with students
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

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: After School Program

Minutes added to school year: 5,760

Targeted groups of students will be provided additional instruction support for 12 - 16 weeks in the content areas of ELA and Math.

Strategy Rationale

If we utilize the five essential domains, then student acheivement will increase.

Strategy Purpose(s)

  • Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Doles, Patricia, patricia.doles@marion.k12.fl.us

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

Pre/Post Test

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 meetings, orientations, fifth grade reading screenings, feeder patterns quarterly 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

CPE will schedule and conduct a College and Career Day on May 21st 2015 for K-5 students.

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.   Utilize the five essential domains to focus on differentiated instruction in all subject areas to increase 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. Utilize the five essential domains to focus on differentiated instruction in all subject areas to increase student achievement. `1a`

Targets Supported `1b`

🔍 G045019

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	67.0
Math Gains	62.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal `2`

- Instructional Coaches Paraprofessionals Research based programs Parent Involvement Professional Development Title I funding /resources Community resources (College of Central Florida, Meadowbrook Church, Interfaith, Publix) Regional DA Team District Administration

Targeted Barriers to Achieving the Goal `3`

- Domain #1 (Effective Leadership) - program coherence and instructional leadership

- Domain #2 (Supportive Environment) - course clarity, academic engagement, innovation, rigorous study habits

- Domain #3 (Ambitious Instruction and Learning) - delivery of instruction, differentiation of instruction with fidelity

- Domain #4 (Collaborative Teachers) - Collective Responsibility, Teacher - Teacher Trust

- Domain #5 (Involved Families and Community Engagement) - Outreach to Parents

Plan to Monitor Progress Toward G1. `8`

Aimsweb benchmarking/progress monitoring data will be used to monitor student progress in each grade level

Person Responsible
Cassandra Boston

Schedule
Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Aimsweb reports

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. Utilize the five essential domains to focus on differentiated instruction in all subject areas to increase student achievement. 1

🔑 G045019

G1.B1 Domain #1 (Effective Leadership) - program coherence and instructional leadership 2

🔑 B111051

G1.B1.S1 Departmentalization in grades 3-5 4

🔑 S122549

Strategy Rationale

If we utilize the five essential domains to focus on differentiated instruction in all subject areas, then student achievement will increase.

Action Step 1 5

Teachers will be scheduled by content area for ELA and math instruction in grades 3-5

Person Responsible

Cassandra Boston

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Master Schedule

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

Walkthroughs, lesson plans

Person Responsible

Cassandra Boston

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, TNL teacher observation data

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

Classroom walkthroughs, review of teacher lesson plans

Person Responsible

Cassandra Boston

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, TNL observation data

G1.B1.S2 Interventions - targeted and specific `4`

Strategy Rationale

If we utilize the five essential domains to focus on differentiated instruction in all subject areas, then student achievement will increase.

Action Step 1 `5`

Provide research based intervention programs for targeted groups of students

Person Responsible

Lesa Smithies

Schedule

Daily, from 9/8/2014 to 6/4/2015

Evidence of Completion

Intervention data notebooks

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

Intervention walkthroughs, collaborative conversations with intervention providers, monitoring of program data

Person Responsible

Lesa Smithies

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Data notebooks, intervention fidelity checklists

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

Walkthroughs, collaborative conversations, program data reviews

Person Responsible

Cassandra Boston

Schedule

Biweekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

program data notebooks, classroom visitation logs, TNL observation data

G1.B1.S3 Instructional support for ELA and math `4`

🔑 S123597

Strategy Rationale

If we utilize the five essential domains to focus on differentiated instruction in all subject areas, then student achievement will increase.

Action Step 1 `5`

Provide coaching and modeling

Person Responsible

Cassandra Boston

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

TNL observation data, coachs' logs

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

collaborative conversations, TNL course evaluations, data meetings, PLC's

Person Responsible

Cassandra Boston

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Coaching logs, observation sheets, classroom walkthroughs, student data

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

collaborative conversations, TNL course evaluations, data meetings, PLC's

Person Responsible

Cassandra Boston

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Coaching logs, observation sheets, classroom walkthroughs, student data

G1.B1.S4 Content area PLC"s for grades K-5. 4

S140514

Strategy Rationale

If we utilize the five essential domains to focus on differentiated instruction in all subject areas, then student achievement will increase.

Action Step 1 5

Review student data and share best practices

Person Responsible

Cassandra Boston

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC Meeting Documents

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Walkthroughs

Person Responsible

Patricia Doles

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC Documents, TNL observation data, classroom visitation logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Walkthroughs

Person Responsible

Patricia Doles

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC Documents, TNL observation data, classroom visitation logs

G1.B2 Domain #2 (Supportive Environment) - course clarity, academic engagement, innovation, rigorous study habits `2`

🔍 B111094

G1.B2.S1 Departmentalization in grades 3-5 `4`

🔍 S127350

Strategy Rationale

If we utilize the five essential domains to focus on instruction in ELA, math and science, then student achievement will increase.

Action Step 1 `5`

Teachers will be scheduled by content area for ELA and math instruction in grades 3-5

Person Responsible

Cassandra Boston

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Master schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Walkthorughs, lesson plans

Person Responsible

Cassandra Boston

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom visitation log, TNL teacher observation data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Classroom walkthroughs, review of teacher lesson plans

Person Responsible

Cassandra Boston

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, TNL observation data

G1.B2.S2 Instructional support tor ELA and math instruction `4`

Strategy Rationale

If we utilize the five essential domains to focus on instruction in ELA, math and science, then student achievement will increase.

Action Step 1 `5`

Provide coaching and modeling

Person Responsible

Lesa Smithies

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

TNL observation data, coachs' logs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Collaborative conversations, classroom walkthroughs, TNL course evaluations, data meetings, PLC's

Person Responsible

Cassandra Boston

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Coaching logs, observation sheets, classroom walkthrough schedule, student data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Classroom walkthroughs, review of teacher lesson plans

Person Responsible

Cassandra Boston

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, TNL observation data

G1.B2.S3 Content area PLC's in grades K-5 `4`

🔑 S140528

Strategy Rationale

If we utilize the five essential domains to focus on differentiated instruction in all subject areas, then student achievement will increase.

Action Step 1 `5`

Schedule biweekly contetnt area PLC's for grades K-5

Person Responsible

Patricia Doles

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Agendas, weekly staff newsletters, PLC Documentation, Meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

Walkthroughs

Person Responsible

Patricia Doles

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC Documents, TNL observation data, classroom visitation logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Walkthroughs

Person Responsible

Patricia Doles

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC Documents, TNL observation data, classroom visitation logs

G1.B3 Domain #3 (Ambitious Instruction and Learning) - delivery of instruction, differentiation of instruction with fidelity ﹇2﹈

🔑 B111202

G1.B3.S1 Departmentalization in grades 3-5 ﹇4﹈

🔑 S127359

Strategy Rationale

If we utilize the five essential domains to focus on instruction in ELA, math and science, then student achievement will increase.

Action Step 1 ﹇5﹈

Teachers will be scheduled by content area for ELA and math instruction in grades 3-5

Person Responsible

Cassandra Boston

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B3.S1 ﹇6﹈

Walkthroughs, lesson plans

Person Responsible

Cassandra Boston

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, TNL teacher observation data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Classroom walkthorughs, review of teacher lesson plans

Person Responsible

Cassandra Boston

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, TNL observation data

G1.B3.S2 Instructional support for ELA and math `4`

🔑 S127360

Strategy Rationale

If we utilize the five essential domains to focus on instruction in ELA, math and science, then student achievement will increase.

Action Step 1 `5`

Provide coaching and modeling

Person Responsible

Cassandra Boston

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

TNL observation data, coachs' logs

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Collaborative conversations, TNL course evaluations, data meetings, PLC's

Person Responsible

Cassandra Boston

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

coaching logs, observation sheets, classroom walkthroughs, student data

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Collaborative conversations, TNI course evaluations, data meetings, PLC's

Person Responsible

Cassandra Boston

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Coaching logs, observation sheets, Classroom walkthroughs, student data

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Collaborative conversations, TNI course evaluations, data meetings, PLC's

Person Responsible

Cassandra Boston

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Coaching logs, observation sheets, Classroom walkthroughs, student data

G1.B3.S3 Content area PLC's in grades K-5 [4]

🔑 S140531

Strategy Rationale

If we utilize the five essential domains to focus on differentiated instruction in all subject areas, then student achievement will increase.

Action Step 1 [5]

Schedule biweekly content area PLCs for grades K-5

Person Responsible

Patricia Doles

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Agendas, Weekly Staff Newsletters, PLC Documentation, Meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S3 [6]

Walkthroughs

Person Responsible

Patricia Doles

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC Documents, TNL observation data, classroom visitation logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 `7`

Walkthroughs

Person Responsible

Patricia Doles

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC Documents, TNL observation data, classroom visitation logs

G1.B4 Domain #4 (Collaborative Teachers) - Collective Responsibility, Teacher - Teacher Trust `2`

🔑 B128404

G1.B4.S1 Content Area PLC's in grades K-5 `4`

🔑 S140532

Strategy Rationale

If we utilize the five essential domains to focus on differentiated instruction in all subject areas, then student achievement will increase.

Action Step 1 `5`

Schedule bi-weekly content area PLC's for grades K-5

Person Responsible

Patricia Doles

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Agendas, Weekly Staff Newsletters, PLC Documentation, Meeting Minutes

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Walkthroughs

Person Responsible

Patricia Doles

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC Documents, TNL Observation Data, and Classroom visitation logs

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Walkthroughs

Person Responsible

Patricia Doles

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC Documents, TNL Observation Data, and Classroom visitation logs

G1.B4.S2 Departmentalization in grades 3-5 4

S140533

Strategy Rationale

If we utilize the five essential domains to focus on differentiated instruction in all subject areas, then student achievement will increase.

Action Step 1 5

Teachers will be scheduled by content area for ELA and math instruction for grades 3-5

Person Responsible

Cassandra Boston

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Walkthroughs and Lesson Plans

Person Responsible

Cassandra Boston

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, TNL observation data

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Classroom walkthroughs, review of teacher lesson plans

Person Responsible

Cassandra Boston

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, TNL observation data

G1.B4.S3 Instructional support for ELA and math `4`

🔑 S140534

Strategy Rationale

If we utilize the five essential domains to focus on differentiated instruction in all subject areas, then student achievement will increase.

Action Step 1 `5`

Provide coaching and modeling

Person Responsible

Cassandra Boston

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Walkthroughs, TNL observation data, coaching logs

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

Collaborative Coaching Conversations, view coaching logs

Person Responsible

Cassandra Boston

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Walkthroughs, TNL observation data, coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

Classroom walkthroughs, observations of coaching practices

Person Responsible

Cassandra Boston

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Coaching logs, classroom walkthroughs

G1.B5 Domain #5 (Involved Families and Community Engagement) - Outreach to Parents `2`

<div style="text-align: right;">`B128427`</div>

G1.B5.S1 Provide academic support for parents `4`

<div style="text-align: right;">`S140559`</div>

Strategy Rationale

If we utilize the five essential domains to focus on differentiated instruction in all subject areas, then we will increase student achievement.

Action Step 1 `5`

Increasing home/school connection

Person Responsible

Steve Leilich

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Newsletters, Alert Now/Connect 5, Parent Portal, School Website

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Family Understanding Nights (FUN)

Person Responsible

Steve Leilich

Schedule

Quarterly, from 10/29/2014 to 6/4/2015

Evidence of Completion

Agenda, Parent Sign In Sheet, Parent Survey

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Review parent surveys

Person Responsible

Steve Leilich

Schedule

Semiannually, from 10/29/2014 to 6/4/2015

Evidence of Completion

Notes of leadership team meeting

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 be scheduled by content area for ELA and math instruction in grades 3-5	Boston, Cassandra	8/18/2014	Master Schedule	6/4/2015 daily
G1.B1.S3.A1	Provide coaching and modeling	Boston, Cassandra	8/18/2014	TNL observation data, coachs' logs	6/4/2015 daily
G1.B1.S2.A1	Provide research based intervention programs for targeted groups of students	Smithies, Lesa	9/8/2014	Intervention data notebooks	6/4/2015 daily
G1.B2.S1.A1	Teachers will be scheduled by content area for ELA and math instruction in grades 3-5	Boston, Cassandra	8/18/2014	Master schedule	6/4/2015 daily
G1.B2.S2.A1	Provide coaching and modeling	Smithies, Lesa	8/18/2014	TNL observation data, coachs' logs	6/4/2015 weekly
G1.B3.S1.A1	Teachers will be scheduled by content area for ELA and math instruction in grades 3-5	Boston, Cassandra	8/18/2014	Master Schedule	6/4/2015 daily
G1.B3.S2.A1	Provide coaching and modeling	Boston, Cassandra	8/18/2014	TNL observation data, coachs' logs	6/4/2015 weekly
G1.B4.S1.A1	Schedule bi-weekly content area PLC's for grades K-5	Doles, Patricia	8/18/2014	Agendas, Weekly Staff Newsletters, PLC Documentation, Meeting Minutes	6/4/2015 biweekly
G1.B4.S2.A1	Teachers will be scheduled by content area for ELA and math instruction for grades 3-5	Boston, Cassandra	8/18/2014	Master Schedule	6/4/2015 daily
G1.B4.S3.A1	Provide coaching and modeling	Boston, Cassandra	8/18/2014	Walkthroughs, TNL observation data, coaching logs	6/4/2015 daily
G1.B5.S1.A1	Increasing home/school connection	Leilich, Steve	8/18/2014	Newsletters, Alert Now/Connect 5, Parent Portal, School Website	6/4/2015 quarterly
G1.B1.S4.A1	Review student data and share best practices	Boston, Cassandra	8/18/2014	PLC Meeting Documents	6/4/2015 biweekly
G1.B2.S3.A1	Schedule biweekly contetnt area PLC's for grades K-5	Doles, Patricia	8/18/2014	Agendas, weekly staff newsletters, PLC Documentation, Meeting minutes	6/4/2015 biweekly
G1.B3.S3.A1	Schedule biweekly content area PLCs for grades K-5	Doles, Patricia	8/18/2014	Agendas, Weekly Staff Newsletters, PLC Documentation, Meeting minutes	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Aimsweb benchmarking/progress monitoring data will be used to monitor student progress in each grade level	Boston, Cassandra	8/18/2014	Aimsweb reports	6/4/2015 biweekly
G1.B1.S1.MA1	Classroom walkthroughs, review of teacher lesson plans	Boston, Cassandra	8/18/2014	Lesson plans, TNL observation data	6/4/2015 weekly
G1.B1.S1.MA1	Walkthroughs, lesson plans	Boston, Cassandra	8/18/2014	Lesson plans, TNL teacher observation data	6/4/2015 daily
G1.B2.S1.MA1	Classroom walkthroughs, review of teacher lesson plans	Boston, Cassandra	8/18/2014	Lesson plans, TNL observation data	6/4/2015 weekly
G1.B2.S1.MA1	Walkthorughs, lesson plans	Boston, Cassandra	8/18/2014	Classroom visitation log, TNL teacher observation data	6/4/2015 daily
G1.B3.S1.MA1	Classroom walkthorughs, review of teacher lesson plans	Boston, Cassandra	8/18/2014	Lesson plans, TNL observation data	6/4/2015 weekly
G1.B3.S1.MA1	Walkthroughs, lesson plans	Boston, Cassandra	8/18/2014	Lesson plans, TNL teacher observation data	6/4/2015 daily
G1.B4.S1.MA1	Walkthroughs	Doles, Patricia	8/18/2014	PLC Documents, TNL Observation Data, and Classroom visitation logs	6/4/2015 biweekly
G1.B4.S1.MA1	Walkthroughs	Doles, Patricia	8/18/2014	PLC Documents, TNL Observation Data, and Classroom visitation logs	6/4/2015 biweekly
G1.B5.S1.MA1	Review parent surveys	Leilich, Steve	10/29/2014	Notes of leadership team meeting	6/4/2015 semiannually
G1.B5.S1.MA1	Family Understanding Nights (FUN)	Leilich, Steve	10/29/2014	Agenda, Parent Sign In Sheet, Parent Survey	6/4/2015 quarterly
G1.B1.S2.MA1	Walkthroughs, collaborative conversations, program data reviews	Boston, Cassandra	9/8/2014	program data notebooks, classroom visitation logs, TNL observation data	6/4/2015 biweekly
G1.B1.S2.MA1	Intervention walkthroughs, collaborative conversations with intervention providers, monitoring of program data	Smithies, Lesa	9/8/2014	Data notebooks, intervention fidelity checklists	6/4/2015 weekly
G1.B2.S2.MA1	Classroom walkthroughs, review of teacher lesson plans	Boston, Cassandra	8/18/2014	Lesson plans, TNL observation data	6/4/2015 weekly
G1.B2.S2.MA1	Collaborative conversations, classroom walkthroughs, TNL course evaluations, data meetings, PLC's	Boston, Cassandra	8/18/2014	Coaching logs, observation sheets, classroom walkthrough schedule, student data	6/4/2015 weekly
G1.B3.S2.MA1	Collaborative conversations, TNI course evaluations, data meetings, PLC's	Boston, Cassandra	8/18/2014	Coaching logs, observation sheets, Classroom walkthroughs, student data	6/4/2015 weekly
G1.B3.S2.MA1	Collaborative conversations, TNI course evaluations, data meetings, PLC's	Boston, Cassandra	8/18/2014	Coaching logs, observation sheets, Classroom walkthroughs, student data	6/4/2015 weekly
G1.B3.S2.MA1	Collaborative conversations, TNL course evaluations, data meetings, PLC's	Boston, Cassandra	8/18/2014	coaching logs, observation sheets, classroom walkthroughs, student data	6/4/2015 weekly
G1.B4.S2.MA1	Classroom walkthroughs, review of teacher lesson plans	Boston, Cassandra	8/18/2014	Lesson plans, TNL observation data	6/4/2015 daily
G1.B4.S2.MA1	Walkthroughs and Lesson Plans	Boston, Cassandra	8/18/2014	Lesson plans, TNL observation data	6/4/2015 daily
G1.B1.S3.MA1	collaborative conversations, TNL course evaluations, data meetings, PLC's	Boston, Cassandra	8/18/2014	Coaching logs, observation sheets, classroom walkthroughs, student data	6/4/2015 weekly
G1.B1.S3.MA1	collaborative conversations, TNL course evaluations, data meetings, PLC's	Boston, Cassandra	8/18/2014	Coaching logs, observation sheets, classroom walkthroughs, student data	6/4/2015 weekly
G1.B2.S3.MA1	Walkthroughs	Doles, Patricia	8/18/2014	PLC Documents, TNL observation data, classroom visitation logs	6/4/2015 biweekly
G1.B2.S3.MA1	Walkthroughs	Doles, Patricia	8/18/2014	PLC Documents, TNL observation data, classroom visitation logs	6/4/2015 biweekly
G1.B3.S3.MA1	Walkthroughs	Doles, Patricia	8/18/2014	PLC Documents, TNL observation data, classroom visitation logs	6/4/2015 biweekly
G1.B3.S3.MA1	Walkthroughs	Doles, Patricia	8/18/2014	PLC Documents, TNL observation data, classroom visitation logs	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S3.MA1	Classroom walkthroughs, observations of coaching practices	Boston, Cassandra	8/18/2014	Coaching logs, classroom walkthroughs	6/4/2015 daily
G1.B4.S3.MA1	Collaborative Coaching Conversations, view coaching logs	Boston, Cassandra	8/18/2014	Walkthroughs, TNL observation data, coaching logs	6/4/2015 daily
G1.B1.S4.MA1	Walkthroughs	Doles, Patricia	8/18/2014	PLC Documents, TNL observation data, classroom visitation logs	6/4/2015 biweekly
G1.B1.S4.MA1	Walkthroughs	Doles, Patricia	8/18/2014	PLC Documents, TNL observation data, classroom visitation logs	6/4/2015 biweekly

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. Utilize the five essential domains to focus on differentiated instruction in all subject areas to increase student achievement.

G1.B1 Domain #1 (Effective Leadership) - program coherence and instructional leadership

G1.B1.S1 Departmentalization in grades 3-5

PD Opportunity 1

Teachers will be scheduled by content area for ELA and math instruction in grades 3-5

Facilitator

Cassandra Boston, Patricia Doles

Participants

Teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

G1.B1.S2 Interventions - targeted and specific

PD Opportunity 1

Provide research based intervention programs for targeted groups of students

Facilitator

Lesa Smithies - Literacy coach/Program Specialists for K-12 Academic Services

Participants

Teachers and paraprofessionals

Schedule

Daily, from 9/8/2014 to 6/4/2015

G1.B1.S4 Content area PLC"s for grades K-5.

PD Opportunity 1

Review student data and share best practices

Facilitator

Instructional Coaches (Ashberger, Leilich, Smithies)

Participants

Teachers (K-5)

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

G1.B2 Domain #2 (Supportive Environment) - course clarity, academic engagement, innovation, rigorous study habits

G1.B2.S3 Content area PLC's in grades K-5

PD Opportunity 1

Schedule biweekly contetnt area PLC's for grades K-5

Facilitator

Instructional Coaches (Ashberger, Leilich, Smithies)

Participants

Teachers (K-5)

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

G1.B3 Domain #3 (Ambitious Instruction and Learning) - delivery of instruction, differentiation of instruction with fidelity

G1.B3.S1 Departmentalization in grades 3-5

PD Opportunity 1

Teachers will be scheduled by content area for ELA and math instruction in grades 3-5

Facilitator

Instructional Coaches (Ashberger, Leilich, Smithies) Out of county consultants

Participants

Teachers (3-5)

Schedule

Daily, from 8/18/2014 to 6/4/2015

G1.B3.S3 Content area PLC's in grades K-5

PD Opportunity 1

Schedule biweekly content area PLCs for grades K-5

Facilitator

Instructional Coaches (Ashberger, Leilich, Smithies)

Participants

Teachers (K-5)

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

G1.B4 Domain #4 (Collaborative Teachers) - Collective Responsibility, Teacher - Teacher Trust

G1.B4.S1 Content Area PLC's in grades K-5

PD Opportunity 1

Schedule bi-weekly content area PLC's for grades K-5

Facilitator

Instructional Coaches (Ashberger, Leilich, Smithies)

Participants

Teachers (K-5)

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

G1.B4.S2 Departmentalization in grades 3-5

PD Opportunity 1

Teachers will be scheduled by content area for ELA and math instruction for grades 3-5

Facilitator

Instructional Coaches (Ashberger, Leilich, Smithies)

Participants

Teachers (K-5)

Schedule

Daily, from 8/18/2014 to 6/4/2015

G1.B5 Domain #5 (Involved Families and Community Engagement) - Outreach to Parents

G1.B5.S1 Provide academic support for parents

PD Opportunity 1

Increasing home/school connection

Facilitator

Steven Leilich

Participants

Teachers (PreK-5)

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

G1. Utilize the five essential domains to focus on differentiated instruction in all subject areas to increase student achievement.

G1.B2 Domain #2 (Supportive Environment) - course clarity, academic engagement, innovation, rigorous study habits

G1.B2.S1 Departmentalization in grades 3-5

PD Opportunity 1

Teachers will be scheduled by content area for ELA and math instruction in grades 3-5

Facilitator

Cassandra Boston

Participants

Grade Level representatives (K-5)

Schedule

Daily, from 8/18/2014 to 6/4/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: Utilize the five essential domains to focus on differentiated instruction in all subject areas to increase student achievement.	102,450
Grand Total	**102,450**

Goal 1: Utilize the five essential domains to focus on differentiated instruction in all subject areas to increase student achievement.		
Description	**Source**	**Total**
B1.S1.A1 - collaborative planning/data analysis	Title I Part A	2,450
B1.S1.A1 - Acaletics (math instruction)	SIG 1003(a)	15,000
B1.S2.A1 - Paraprofessionals	Title I Part A	62,000
B1.S3.A1 - Academic Coach	Title I Part A	19,000
B3.S1.A1 - Top Score Writing	Title I Part A	4,000
Total Goal 1		**102,450**