

Manatee Elementary School

1609 6TH AVE E, Bradenton, FL 34208

www.manatee.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
98%

Alternative/ESE Center
No

Charter School
No

Minority
92%

School Grades History

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

School Board Approval

This plan is pending approval by the Manatee 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
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Implement a student-centered, standards based, rigorous teaching and learning process that will positively impact all students learning of the Florida Standards; to ensure the success of all students on state assessments, the next grade level, prepared for graduation and college / career readiness.

Provide the school's vision statement

We strive to educate students and to assist them in realizing their full potential.

School Environment

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

For the 2014-2015 school the staff at Manatee Elementary will be engaged in a book cadre. The book is titled; Do You Know Enough About Me To Teacher Me? by Stephan Peters. The staff will spend the year reading chapters and discussing highlights from the book during staff meetings. The reading coach has created a bookmark for staff outlining the chapters the staff should read by each meeting. She will lead the meetings with purposefully planned discussion questions.

To coincide with our book cadre, the school's theme is Adventures and Discoveries, adventuring around the world & discovering our neighbor's and ourselves. Each grade level was assigned a continent for their students to discover and uncover for the year. At Manatee Elementary we believe that the connection a teacher has with his/her student is imperative. Building relationships with our students is a key component of their success.

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

Manatee Elementary sets a foundation for a community of caring and respect through the Life Long Guidelines. We have selected 5th grade students to act as Safety Patrols. They are stationed throughout the campus in the morning and at dismissal.

To help our students feel safe on campus, the students in grades 3-5 will take an on-line bullying survey to help assess any areas of need. The staff will review the results of the survey and make adjustments if needed. In addition to the survey, the students in 3-5 will get a bullying presentation that has been annual for the past 7 years. The students are comfortable with what bullying looks like and how to report it.

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

Manatee Elementary has school expectations and procedures. We have our procedures posted through the school and in each classroom. Posted in each classroom is also the Manatee Mustang Wheel of Choice. The wheel of choice helps students solve "small" problems on their own with peers. The teachers are encouraged to use the wheel of choice with their classroom management system. The classrooms have a level system where students begin their day on "Ready to Learn." From there the student can move up and down depending on the choices that they make for the day. Teachers

communicate with parents in the agenda daily.

If behavioral infractions occur during the day Manatee Elementary has a tracking form. The teachers use the tracking form to document the behavior. After 3 incidents of the same behavior, the teacher fills out an office discipline referral. The tracking form and the ODR are sent to the office with the student. It is the expectation of administration that for minor offenses, parent contact is made by the teacher prior to sending them to the office with an ODR.

The school social worker, guidance counselor and student support teacher pulls office discipline data to review. The data is used to determine the area(s) of need. Based on the data we can communicate with the teachers and parents regarding classroom guidance lessons.

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

Meeting the social-emotional needs of the students at Manatee Elementary is a team effort. It starts with the core relationship building between the teacher and student. Manatee Elementary involves our parents in their child’s education and offer morning meetings to parents. For the 2014-2015 school year we will be starting a guardian angel club for those Grandparents or Guardian’s who are raising young children. Manatee Elementary also has partnerships with community organizations to help mentor and support our students. Those community partnerships are key to strengthening the school and community relationship. The school guidance counselor provides services to all students in grades K-5 that may include but are not limited to:

- Individual counseling
- Small group counseling
- Classroom guidance lessons
- Crisis intervention
- Consultation with parents and teachers
- Coordination with outside agencies & therapists
- Referrals for community services

The school social worker provides social skills lessons to classrooms or small groups as well. As mentioned above, after looking at the data we have the teachers complete a needs assessment inventory where the teachers are asked to look at internalizing and externalizing behaviors.

Each grade level has a case manager to manage social and emotional behaviors.

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

See Manatee Elementary's Early Warning System pdf document

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	8	6	10	7	10	47
One or more suspensions	7	7	1	6	9	6	36
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	40	24	15	79

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

Indicator	Grade Level					Total
	K	1	3	4	5	
Students exhibiting two or more indicators	1	2	24	16	11	54

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

- Interventions include
- Conferencing with student and parent
 - Tracking Attendance and Attendance Awards for students with improved attendance
 - Weekly target group CICO (Check In Check Out)
 - Individual CICO

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

Building partnerships within the community positively impacts schools and businesses involved. Through successful partnerships and a mutual exchange of resources, students learning is enhanced and community involvement is increased. Manatee Elementary has secured over twenty business partners to support student learning and student achievement. These partnerships include local food establishments, fun centers, financial institutions, martial arts facilities, etc. Many of these businesses reach out to our school through the ePie Partners in Education program through Manatee County. Local organizations have also collected school supplies for each student so parents would not have not purchase the basic, necessary tools for the classroom. For example, Palmetto Presbyterian Church has provided our students with winter jackets to keep our children warm during the cold months. Additionally, Gecko's, Applebees's, and Subway provides meal cards as student achievement incentives throughout the year. Other local businesses support the staff and school community by making donations to items needed at the schools. Manatee Elementary will continue to seek partnerships to support the academic, physical, and social needs of the students. For a complete list of business partners, please visit our website.

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
Houston, Deborah	Principal
Delk, Danielle	Assistant Principal
Hougland, Jill	Guidance Counselor
Simone, Diana	Instructional Coach
Jones, Jerry	Instructional Media
Ramirez, Ada	Instructional Coach
Williams, Nicole	Dean
Zuchelli, Laura	Instructional Coach

Duties

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

Principal-

Assistant Principal- Oversees and supports all curriculum, scheduling, supports coaches and teachers

Guidance Counselor- To assist the leadership team with making school based decisions that will impact the student achievement, while meeting the needs of the teachers and parents.

Reading Coach- Will meet weekly with grade level teams to work on Reading Block 1, Reading Block 2 and the Extended Reading Support Block. Student data will be analyzed and instruction will be differentiated based on the data. The Reading Coach will also be a part of the Problem-Solving Team and the Leadership team to work collaboratively with administration and staff to ensure success for each child.

Math Coach- instruct staff on how to interpret and present the standards to their classes. Work closely with the other members of the leadership team to insure that the validity of the curriculum is constant and voice the concerns of the teachers to the team so that the outcomes are consistent.

Media Specialist- Works with teachers regarding the utilization of various multimedia hardware and software used to facilitate instruction. Discusses classroom needs with teachers and ensures that technology needs are met.

ESOL Coach-provide accommodations that will help the ESOL students acquire fluency in the English language. Provides teachers with support and strategies that will help their students become successful academically.

Student Support Specialist- To ensure safety for all students by reinforcing school procedures and expectations as well as motivating students to learn and to reach their full potential.

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

See School Improvement document.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Deborah Houston	Principal
Jean Henry	Parent
Alexdrena Green	Business/Community
Estelle Sailes	Parent
Katherine McCoy	Parent
Brunilda Soto	Education Support Employee
Lazardo Vilches	Parent
Laura Zuchelli	Education Support Employee
Julia Gaspar	Parent
Enedina Jurado	Parent
Ada Ramirez	Teacher
Erma Roberts	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

Last years School Improvement was discussed at the SAC meeting where the goals were shared with members and questions were asked and input was encouraged at this meeting.

Development of this school improvement plan

SAC committee reviewed SIP goals and budget. Approved all of the content and focus.

Preparation of the school's annual budget and plan

Plan and budget was shared. No other recommendations were made.

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

SIP dollars were used to PD to support the professional development of our teachers and support the funding of resources needed to help facilitate the success of our students.

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

No

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Delk, Danielle	Assistant Principal
Ramirez, Ada	Instructional Coach
Zuchelli, Laura	Principal
Houston, Deborah	Principal
Hougland, Jill	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Book study
Lesson studies
CIS
weekly grade level PLC
Book Fair
calendar
standards binder
Literacy Night
Intermediate Standards data walls in classrooms
AR
i-Ready data
Wonders weekly and unit assessments

Public and Collaborative Teaching

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

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

Collaboration is not only highly encouraged, but also an expectation at Manatee Elementary. Teachers are required to meet minimally, one planning period per week as a team. Numerous team also opt to meet before and after school to analyze data to create plans to drive their instructional needs. Additionally, teachers schedule team planning periods to meet with the school and district support staff including the Instructional Specialists, Reading, Math or ESOL Coaches, and members of the School Improvement Team.

In order to build the positive working relationships and foster a sense of collaboration among teachers, ample support is provided through individual, team, and primary and intermediate trainings.

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

Recruit and Develop:

Providing support and professional and development to teachers new to the profession or just starting out in their career. Team leaders, coaches, and administrators provide mentorships.

Retain:

Utilizing staff strengths in various areas of the school community. Staff recognition at faculty meetings with certificates from local business partners. Informal note cards in teachers mailboxes. Value, respect and appreciation of staff members from administration.

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

Team leaders and coaches mentor new staff using data to adjust instruction and provide support. Teachers support one another on a continual basis.

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

Core instructional: CPalms and Manatee County Unit Overviews (LAFS and MAFS) Standards
Resources: Wonders (LAFS) and Go Math (MAFS), i-Ready with fidelity and reports, Walk Throughs, Ready FL (4-5), Saxon Phonics (K-2), SRA, 3rd

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

i-Ready, Acaletics, teams meet and discuss data and determine small group needs, Coaching Cycles, Data Wall, ELL strategies, Data Chats.

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: 10,800

SRA, Ready FL, Saxon Phonics, i-Ready, open lab time for i-Ready preparation, classroom i-Ready/testing labs

Strategy Rationale

District provided supplemental research-based programs for reading interventions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Houston, Deborah, houstond@manateeschools.net

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

Data from all programs

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

5th Grade Moving up ceremony
Welcoming new students to the school through classroom welcome packets
Middle School Transition Night
Vertical alignment through grade levels
School administration discussions of the middle school expectation with middle school personnel
Middle School Connections letter for 5th grade parents

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Standards based instruction will be provided to engage all students based on continual review of data in all content areas.

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. Standards based instruction will be provided to engage all students based on continual review of data in all content areas. 1a

G054939

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	22.0
FSA - Mathematics - Proficiency Rate	55.0
FCAT 2.0 Science Proficiency	47.0

Resources Available to Support the Goal 2

- On going professional development offered on DI
- Coaches and leadership team
- Model classrooms/teacher
- Literacy Lab

Targeted Barriers to Achieving the Goal 3

- Understanding the Florida Standards
- Language communication

Plan to Monitor Progress Toward G1. 8

Standards based instruction, engaging all students

Person Responsible

Danielle Delk

Schedule

Monthly, from 10/1/2014 to 6/12/2015

Evidence of Completion

Walk throughs, student work, data folder, interactive notebooks

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. Standards based instruction will be provided to engage all students based on continual review of data in all content areas. **1**

 G054939

G1.B1 Understanding the Florida Standards **2**

 B138390

G1.B1.S1 Unpack the Florida Standards **4**

 S150355

Strategy Rationale

make sure understanding is occurring so standards based instruction is provided

Action Step 1 **5**

Professional Development to unpack the standards

Person Responsible

Danielle Delk

Schedule

On 9/16/2014

Evidence of Completion

the plan

Action Step 2 5

engage and inform the staff of the plan

Person Responsible

Danielle Delk

Schedule

On 9/17/2014

Evidence of Completion

communication to the staff about the plan

Action Step 3 5

Implement the plan of unpacking the standards

Person Responsible

Danielle Delk

Schedule

On 6/12/2015

Evidence of Completion

calendar, meeting minutes, sign in sheet, student work

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

Teacher lesson plan, student work, data, teacher/student language, Walk Throughs

Person Responsible

Danielle Delk

Schedule

Weekly, from 9/22/2014 to 6/12/2015

Evidence of Completion

appropriate level of rigor based on the standards

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

conversations in PLCs about standards

Person Responsible

Danielle Delk

Schedule

Monthly, from 9/29/2014 to 6/12/2015

Evidence of Completion

student work, student conversations- accountable talk, formative assessments

G1.B4 Language communication 2

 B138393

G1.B4.S1 Language support through the ELL team members using Language for Learning and classroom support 4

 S150356

Strategy Rationale

Ensure language support is provided to ELL students as well as all students who need additional language assistance

Action Step 1 5

Language for Learning support

Person Responsible

Schedule

Daily, from 9/12/2014 to 6/12/2015

Evidence of Completion

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

ELL team will keep an attendance record, noting daily Language for Learning support

Person Responsible

Schedule

Daily, from 9/12/2014 to 6/12/2015

Evidence of Completion

attendance record of students receiving Language or Learning support

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

CELLA scores

Person Responsible

Schedule

Semiannually, from 9/30/2014 to 6/12/2015

Evidence of Completion

increased students scores on CELLA testing

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Development to unpack the standards	Delk, Danielle	9/16/2014	the plan	9/16/2014 one-time
G1.B4.S1.A1	Language for Learning support		9/12/2014		6/12/2015 daily
G1.B1.S1.A2	engage and inform the staff of the plan	Delk, Danielle	9/17/2014	communication to the staff about the plan	9/17/2014 one-time
G1.B1.S1.A3	Implement the plan of unpacking the standards	Delk, Danielle	9/18/2014	calendar, meeting minutes, sign in sheet, student work	6/12/2015 one-time
G1.MA1	Standards based instruction, engaging all students	Delk, Danielle	10/1/2014	Walk throughs, student work, data folder, interactive notebooks	6/12/2015 monthly
G1.B1.S1.MA1	conversations in PLCs about standards	Delk, Danielle	9/29/2014	student work, student conversations-accountable talk, formative assessments	6/12/2015 monthly
G1.B1.S1.MA1	Teacher lesson plan, student work, data, teacher/student language, Walk Throughs	Delk, Danielle	9/22/2014	appropriate level of rigor based on the standards	6/12/2015 weekly
G1.B4.S1.MA1	CELLA scores		9/30/2014	increased students scores on CELLA testing	6/12/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	ELL team will keep an attendance record, noting daily Language for Learning support		9/12/2014	attendance record of students receiving Language or Learning support	6/12/2015 daily

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.

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0