Savanna Ridge Elementary School

2014-15 School Improvement Plan

Savanna Ridge Elementary School

6801 SE LENNARD RD, Port St Lucie, FL 34952

http://www.stlucie.k12.fl.us/sre/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	82%

Alternative/ESE Center	Charter School	Minority
No	No	59%

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.

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	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

All students will learn at Savanna Ridge Elementary. Through a nurturing environment, which supports quality and equitable achievement, we will create a strong educational foundation on which future experiences can be built.

Provide the school's vision statement

Revision in progress.

School Environment

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

Teachers are required to complete their ESOL endorsement and plan lessons to meet the needs of all learners. Lessons conducted throughout the year assist teachers in understanding students' interests and backgrounds. Reading across the content areas brings a world view into the classroom allowing for students to learn about each other and provides opportunities for students to talk about themselves.

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

At SRE all teachers and staff participate in a mandatory anti-bully training. During this training the protocol and procedures are outlined for documenting and reporting any allegations of harassment or bullying. Students are provided with the protocol and procedures for reporting any concerns emphasizing the confidentiality component. Students also participate in an anti-bullying assembly. Rules and procedures are also established throughout the school ensuring the safety of all 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

SRE is a PBIS/CHAMPS school. We reinforce positive behavior in every aspect of the school day. School-wide assemblies and classroom based lessons are implemented throughout the year to emphasize rules and procedures. Multiple professional development opportunities are provided to teachers and staff focusing on establishing classroom rules and procedures which in turn creates a safe environment for students. The PBIS teams meets twice a month to track data and ensure implementation of the plan regularly.

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

We have created a network of administrators, teachers, ESE & ESOL professional guidance department and district support staff that collaborate about the needs of students.Students are provided the opportunity to participate in groups such as High Hopes. Additionally outside agencies also support our students during the school day. Such opportunities, coupled with a comprehensive

guidance program of prevention and intervention, provide students with the experiences, strategies and skills, they need to thrive, and support their social-emotional well being.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/179220.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

A school-based volunteer/business partner contact person communicates with the local community to secure and utilize resources to support school and student achievement. Training is provided to all volunteers. A volunteer/community breakfast and luncheon are held during the school year to sustain the partnership and show appreciation. Business partners and volunteers are welcome throughput the year to participate and assist with school-wide events and 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
Greene, LaTanya	Principal
Melrose, Kathleen	Assistant Principal
Boyer, Laurie	Instructional Coach
Sloan, Zoie	Instructional Coach
Gaites, Kimberly	Guidance Counselor
Lorraine, Teresa	Teacher, ESE
McKay, Jacqueline	Administrative Support

Duties

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

The team will meet on a monthly basis as a minimum. The facilitator will provide an agenda throughout the year by seeking input from the faculty and staff prior to the scheduled monthly meetings as well as place on the agenda any district required initiatives. The School Leadership Team will be focusing on several major initiatives that include Data Analysis, Standards Based Instruction, Collaborative Planning, implementation of Thinking Maps, Response to Literature, 100 Book Challenge and providing professional growth opportunities to teachers and staff.
Principal: Provides a common vision for the use of data-based & shared decision-making, ensures that the school-based team is implementing district and school initiatives, conducts assessment and ensures implementation of standards based instruction, multi-tiered instruction, intervention and support.
Assistant Principal: Supports the vision of the school and follows the direction of the principal to ensure the leadership team and school is collaborating and following through with the established plan.
Instructional Coaches: Facilitates the data/curriculum meetings in reference to content support with emphasis on reading, math, and researched based instructional strategies.Provides data to monitor instruction and develops action plans to assist identified students.
Speech Pathologist: Will contribute assessment data on receptive and expressive language skills.
ESE Chair: Will contribute data and progress for our ESE population.
Executive Secretary: Take meeting minutes, make calendar updates, and track inventory/orders.
Title I Paraprofessional: Will contribute behavior data and updates on behavior interventions.

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

Monthly meetings are held to align all available resources. Through the problem solving process areas of support are identified and an action plan is developed and implemented. Each team member updates the team on the progress of the plan they are monitoring and updates are made according to the results.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Teresa Lorraine	Teacher
Bill Eshleman	Teacher
Andrea Rice	Teacher
Melody Fletcher	Teacher
LaTanya Greene	Principal
Kirk Watson	Teacher
James Dean	Business/Community
Jill Caron	Parent
Kerry Harris	Teacher
Jeanne McGuire	Teacher
Dulce Lynch	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 SAC reviews relevant data, identifies problem areas, develops improvement strategies, and monitors their implementation.The School Advisory Council meets monthly during the school year to evaluate the implementation of the SIP. Recommendations are made by the team and an action plan is developed and monitored accordingly.

Development of this school improvement plan

The recommendations made by the School Advisory Council are considered in the development of the SIP. The SIP draft is reviewed by the team and throughout the year data is reviewed and implementation of the SIP is monitored.

Preparation of the school's annual budget and plan

The budget and plan are reviewed at the monthly SAC meetings. During this time, recommendations for spending are made and a plan is developed.

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

NA

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

Recruitment efforts are underway to create a balanced team. The first SAC meeting will be held September 17.

Literacy Leadership Team (LLT)

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

Name	Title
Boyer, Laurie	Instructional Coach
Greene, LaTanya	Principal
Melrose, Kathleen	Assistant Principal
Sloan, Zoie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets throughout the year to promote literacy throughout the school and community. All students participate in 100 Book Challenge which requires them to keep a reading log and earn steps. Students are rewarded with dog tags at step increments of 25. Each grade level has a bulletin board displaying each students progress. Celebrate Literacy Week is filled with a week

of literacy events involving teachers, staff, students, family and community members. Guest readers/ authors are invited to read to our students.

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

The 2014-2015 school-year began with setting the expectations and engaging teachers in a series of collaborative team building activities. A weekly newsletter is disseminated to teachers and staff which highlights implementation of initiatives, including collaborative planning, and going above and beyond which includes recognizing positive working relationships between teachers. Teams meet with coaches the 1st & 3rd Thursday of each month and with administration the 2nd & 4th Tuesday of each month for collaboration and data analysis. In addition, teams are required to meet one additional day per week to plan collaboratively. Substitutes are also provided quarterly allowing teachers a full day of collaborative planning with their teams.

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

The following strategies are used to recruit and retain highly qualified, certified-in-field, effective teachers:
1. Interview process by administration. Secure quality staff with a similar philosophy.
2. New teachers attend district orientation
3. School wide new teacher school orientation
4. Monthly scheduled meetings for new teachers
5. Mentor/Team appointed to each new teacher
6. Quality instructional training with follow-up
7. Frequent observations, classroom walk-throughs and feedback

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

Our new teacher mentoring program, Supportive High-Quality Induction for New Educators (SHINE), offers a series of scheduled meetings for new teachers to gather and discuss concerns and receive ongoing support. Instructional coaches, teacher leaders, and other key personnel regularly provide resources and professional development for our new teachers. New Educator Support Team (NEST) meetings are held monthly at the school level. These meetings focus on quality instruction and mentor/ mentee logs are completed each month to help guide the process. New teachers are paired with expert teachers within the same grade level and/or area of strength/need.

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

Our district has established a Curriculum Review Board to review any new program that is requested for use in our classrooms for instruction. This Board determines if there is a need for programs and materials based on root-cause analysis and school-based data. The Board also looks for alignment to

standards, best practices, appropriate text complexity. Utilization of the district's focus calendar and cross walk to resources are used in collaborative planning to ensure alignment to standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Through utilizing the "watch list" in Skyward (the district's data warehouse/student management system) students are identified for tiered instruction. During this 30 minutes of daily instruction students are grouped and provided with either targeted intervention, guided practice, or enrichment. Intervention groups are progress monitored every ten instructional days. Groups are fluid and data is analyzed through quarterly response to intervention team meetings to adjust groups accordingly. During the 120 minute Reading block (90 minutes uninterrupted), the teacher provides direct, explicit instruction. Forty five minutes are dedicated to explicit literacy instruction utilizing grade level complex text and is focused on a strategy or skill development. Forty five minutes are used in small group differentiated instruction for all grades K-5. During small group instruction, the students use leveled readers aligned to meet student needs and are also supported in reading on-grade level text. Thirty minutes of the 120 minute block are dedicated to content literacy instruction and 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: Extended School Day

Minutes added to school year: 1,440

Title I After- School program that will assist retained 3rd graders and 4-5th graders who have a Level 1 or 2.

Strategy Rationale

Identified students will be provided additional core academic instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Greene, LaTanya, latanya.greene@stlucieschools.org

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

A placement assessment is given through the Classworks program that generates appropriate leveled activities in reading and math. Ongoing progress monitoring are given through the program to determine mastery of the targeted standard. Once a student has reached mastery they move onto the next standard.

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

The Pre-K students in our VPK program are transitioned all year because they are on the elementary school campus. They get adjusted to the routine of school by being full-day students at an elementary site. An annual "Kindergarten Orientation" night is also hosted for parents and students who have enrolled at the 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

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.   All teachers will deliver Standards Based Instruction to effectively improve 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. All teachers will deliver Standards Based Instruction to effectively improve student achievement. 1a

🔍 G042960

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0
FSA - Mathematics - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- Collaborative Planning Sessions - Grade groups will be provided with substitutes quarterly allowing them a full day of collaborative planning in addition to their 45 minute weekly collaborative planning sessions.

- Professional development aligned to standards based instruction - professional development days will provided training that aligns the school and district initiatives to the Florida Standards including Response to Literature, 100 Book Challenge, Thinking maps, Infinity, differentiated Instruction, Mathematical Practices, and the Quality Instruction Framework.

- Classworks (Grades 3-5) - Teachers in grades 3-5 will follow the DA pacing guide and mini-bat schedule. Data will be used for targeted instruction.

- Job embedded professional development (Thinking Maps Consultant)-A Thinking Maps consultant will provided job embedded Response to Literature implementation support to teachers in grades K-5 throughout the school year

- Weekly data/curriculum meeting with administrators and instructional coaches-Grade level teams will participate in action planning sessions the 1st & 3rd Thursday and the 2nd & 4th Tuesday of each month for data analysis and curriculum alignment meetings.

Targeted Barriers to Achieving the Goal 3

- Teacher's depth of knowledge on the delivery of Standards Based Instruction.

Plan to Monitor Progress Toward G1. 8

Easy CBM, Classworks, school-wide writing prompts and District Comprehensive Assessments will be collected and reviewed throughout the year to determine progress toward the goal and targets.

Person Responsible

LaTanya Greene

Schedule

Monthly, from 9/5/2014 to 4/9/2015

Evidence of Completion

Data binder, data wall, meeting summary notes, and walk through data will be used to demonstrate the goal is being monitored and whether progress is being made toward the selected targets.

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. All teachers will deliver Standards Based Instruction to effectively improve student achievement. 1

🔑 G042960

G1.B1 Teacher's depth of knowledge on the delivery of Standards Based Instruction. 2

🔑 B105001

G1.B1.S1 Collaborative Planning, Professional development opportunities, and coaching and mentoring focused on unpacking and understanding the standards. 4

🔑 S116257

Strategy Rationale

Collaborative planning and professional development opportunities would provided teachers with the knowledge and skills to effectively plan & deliver standards based instruction.

Action Step 1 5

Participating in PD centered around unpacking and understanding the standards.

Person Responsible

Laurie Boyer

Schedule

Quarterly, from 9/5/2014 to 6/1/2015

Evidence of Completion

Classroom walkthroughs & lesson plans

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

Monitoring will occur through informal observations and reviewing lesson plans.

Person Responsible

LaTanya Greene

Schedule

Weekly, from 9/5/2014 to 6/1/2015

Evidence of Completion

Ongoing comprehensive assessments, lesson plans, and walk through data.

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

To monitor the effectiveness performance data will be collected and analyzed and the plan monitored through weekly grade level meetings.

Person Responsible

LaTanya Greene

Schedule

Weekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Progress monitoring data, comprehensive assessments, and Easy CBM Data.

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	Participating in PD centered around unpacking and understanding the standards.	Boyer, Laurie	9/5/2014	Classroom walkthroughs & lesson plans	6/1/2015 quarterly
G1.MA1	Easy CBM, Classworks, school-wide writing prompts and District Comprehensive Assessments will be collected and reviewed throughout the year to determine progress toward the goal and targets.	Greene, LaTanya	9/5/2014	Data binder, data wall, meeting summary notes, and walk through data will be used to demonstrate the goal is being monitored and whether progress is being made toward the selected targets.	4/9/2015 monthly
G1.B1.S1.MA1	To monitor the effectiveness performance data will be collected and analyzed and the plan monitored through weekly grade level meetings.	Greene, LaTanya	9/2/2014	Progress monitoring data, comprehensive assessments, and Easy CBM Data.	6/1/2015 weekly
G1.B1.S1.MA1	Monitoring will occur through informal observations and reviewing lesson plans.	Greene, LaTanya	9/5/2014	Ongoing comprehensive assessments, lesson plans, and walk through data.	6/1/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. All teachers will deliver Standards Based Instruction to effectively improve student achievement.

G1.B1 Teacher's depth of knowledge on the delivery of Standards Based Instruction.

G1.B1.S1 Collaborative Planning, Professional development opportunities, and coaching and mentoring focused on unpacking and understanding the standards.

PD Opportunity 1

Participating in PD centered around unpacking and understanding the standards.

Facilitator

Administrators/Instructional Coaches will facilitate collaborative planning sessions focused on unpacking standards and lesson design. In addition, a Thinking Maps consultant will engage teachers in ongoing job embedded professional development linking standards based instruction to Response to Literature.

Participants

All K-5, resource, and ESE teachers.

Schedule

Quarterly, from 9/5/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: All teachers will deliver Standards Based Instruction to effectively improve student achievement.	20,000
Grand Total	**20,000**

Goal 1: All teachers will deliver Standards Based Instruction to effectively improve student achievement.		
Description	**Source**	**Total**
B1.S1.A1 - Thinking Maps Consultant for on-site job-embedded professional development.	Title I Part A	12,000
B1.S1.A1 - Substitute teacher for collaborative planning sessions	Title I Part A	8,000
Total Goal 1		**20,000**