

Hunters Creek Elementary



2014-15 School Improvement Plan

Hunters Creek Elementary

4650 TOWN CENTER BLVD, Orlando, FL 32837

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
44%

Alternative/ESE Center
No

Charter School
No

Minority
72%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and communities.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

At the beginning of the year, all teacher's have a classroom assignment where students share their families cultures with a "Share and Discuss" activity. The students bring items that describe the family's culture to the rest of the students in the class. As a school wide event, we host Multicultural Day and Heritage Night. Both events recognize and celebrate the different cultures that are represented through the families at our school by having a living museum that displays artifacts from the different countries that represent our school's population. The Heritage Night event allows families to share their cultures' foods, music, and authentic dress.

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

Our school teaches students to build character traits by presenting Learning for Life lessons weekly through our PAW TV. In addition, our staff models the proper behaviors that are expected by all while at school, including class lessons that discuss how we are all different and come from different backgrounds. Our counselor also visits classrooms to discuss differences among students while teaching our children how to respect each other. Finally, we offer different assemblies that discuss bullying and respecting others.

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

Through our Learning for Life lessons, we have created a culture where behavior is handled through our counseling and mentoring process. As our culture has changed, due to a growing population, we are looking into implementing the CHAMPS or PBS systems.

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

Through our MTSS process we address academic and social needs based on teacher recommendations. For Social-emotional concerns we have a full time counselor who provides individual, small group and focus group intervention. The counselor also provides outside services, such as SEDNET, when the school cannot offer the proper support service. We also have a TLC (The Learning Connection) program where teachers are chosen to mentor students in all areas of need (social, academic, etc.). Our CT and Staffing Specialist work hand in hand to provide any additional

services that may impact our ELL and ESE students. For example, our ESE students have social skills embedded in their IEP to address classroom 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

The administrative team along with the office staff works diligently to review data weekly on attendance, discipline and the MTSS process. The team focuses on student attendance with multiple tardies or absences. Those students receive a home visit from our social worker to ensure that they are within our zone and that there is a legitimate reason for their tardies or absences before we proceed with a truancy case. In addition, at the beginning of the year, our core team identified who our Level 1 students were and placed them in Tier II or III interventions and tutoring groups. Our discipline team reviews referrals weekly and addresses the behaviors with counseling, mentoring, discipline or tiered interventions.

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	19	8	8	9	14	6	64
One or more suspensions	1	0	1	1	0	1	4
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	13	9	12	34

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

Indicator	Grade Level		Total
	3		
Students exhibiting two or more indicators	1		1

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

1. Tutoring - Math and Reading groups
2. Reading Intervention - for 1st - 5th grade
3. iStation - self paced web based program
4. MTSS - Tiered level systems
5. Social Worker referral
6. Parent Conferences
7. Small group and focus group counseling
8. TLC - mentoring group
9. Portfolios
10. Extended day students receive additional reading strategies through MYON software
11. WIN time - 30 minute daily intervention time for enrichment or remediation

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parents at Hunter's Creek Elementary are involved and attend many of our school events. The Parent-Teacher Association (PTA) is active and hosts several events throughout the year as well as partnering with the school during Meet the Teacher, Open House, and one curriculum night per year. In addition, the school hosts a Parent Conference Night, a musical concert for each grade level, and a Multicultural Fair in the spring. Our ADDitions program is active and we logged over 8,000 volunteer hours last year. Our target for the 2014-2015 school year is to maintain our high level of parental involvement.

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

Our Partners in Education program, which is coordinated by school staff and parent volunteers, builds and sustains partnerships by learning about our local businesses and their relationship to our school (students attending). In addition, local businesses are invited to participate in our Open Houses, Meet the Teacher and other community events through our PTA connections. School based projects, such as our vegetable garden and Career Day, provide opportunities for larger companies to donate, and participate in our school. Finally, our expansive after school program provides parents the opportunity to interact with surrounding business while our school and students benefit with learning new talents and skills.

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
Sanchez, Oscar	Principal
Gordon, Melissa	Assistant Principal
Patterson, Ellen	Other
Skinner, Kristen	Other
Jones, Alyssa	Other
Rivera, Elizavet	Instructional Coach

Duties

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

- a. Administration: Provide effective leadership for all staff and students, help analyze data, ensure a positive commitment to all students and staff, provide feedback and suggestions for intervention ideas and be active members of MTSS leadership team
- b. Curriculum Resource Teacher: Member of MTSS Leadership Team. Provide feedback, suggestions, and resource materials for any intervention plans that are developed for students.
- c. Curriculum Compliance Teacher: Member of MTSS Leadership Team. Helps cross reference students needing the MTSS process and/or ESOL strategies depending on Limited English Proficiency (LEP) status of the student. Provide feedback and suggestions for intervention strategies.
- d. Guidance: Act as team leader for MTSS process. Hold monthly meetings for MTSS Leadership team to provide updates on student statuses, review progress, deliver new information learned about process, conduct meetings with individual classroom teachers who have identified students needing MTSS process, help identify students for MTSS process through analyzation of data, help deliver resources to teachers needing intervention materials, receive weekly documentation from classroom teachers on students with interventions, review that weekly documentation, set up follow up meetings with teachers to review new data and discuss implementation of intervention program and provide Tier III system of support when necessary.
- e. Instructional Support: Member of MTSS Leadership Team. Help analyze data, provide necessary documentation materials (charts, graphs, etc), provide feedback and suggestions on appropriate intervention ideas for students, provide Tier III system of support for classroom teacher if necessary.
- f. Media Specialist: Help gather resources for interventions, provide Tier III system of support when necessary.
- g. Team Leaders and PLC leaders at grade levels: Analyze data, provide structured intervention strategies for students who are receiving MTSS, provide feedback, encouragement, and ideas for other team members.
- h. Special Area Team: Provide suggestions and feedback regarding students who are receiving MTSS. Provide Tier III system of support when necessary.
- i. ESE Team: Members of MTSS Leadership Team. Analyze data. Provide input on strategies. Give suggestions and feedback on interventions for students.

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 problem solving process involves analyzing data from many resources including Florida Assessments for Instruction in Reading (FAIR), Florida Kindergarten Readiness Screener (FLKRS), district benchmark testing, English for Speakers of Other Languages (ESOL) testing and Florida Comprehensive Assessment Test (FCAT) results in order to address core instruction for small group and individual student needs. In order for all data to be analyzed, the MTSS team, including Administration, Staffing, Curriculum Resource Teacher (CRT), Guidance, Reading Specialist, Language Therapist, ESE Teacher, Instructional Support, and School Psychologist, need to gather data from all testing, collaborate with classroom teachers and resource teachers, who have also disseminated data, and create a plan for each child in the lowest 25th percentile and students with FCAT scores of 1's and 2's.

SAC money will be utilized to fund a reading tutoring program for 3rd - 5th grade students who scored a level 1 or 2 on the FCAT or below a 32% on the 2nd grade SAT administered last year. Certified teachers will tutor groups of 8 or less students in 45 minute sessions twice a week before or after school. This supplemental instruction will strengthen reading skills and strategies for these students and therefore will increase student achievement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Michelle Yore	Parent
Oscar Sanchez	Principal
Kristen Skinner	Teacher
Ellen Patterson	Teacher
Michaela Hannon	Parent
Nabila Hanbali	Parent
Monica Yu	Parent
Gordon Adams	Business/Community
Katya Calixtro	Parent
Lisa Rivera	Teacher
David Strunc	Parent
Noemi Nieves	Education Support Employee

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 conducts discussions and reviews the end of the year data. These discussions lead to solutions and action steps that become part of the school improvement plan. The SAC reviews the plan before and after it is submitted to the state and conducts monthly school improvement plan (SIP) reviews.

Development of this school improvement plan

The SAC conducts discussions throughout the year that address parent/community concerns and reviews the end of the year data. These discussions lead to solutions and action steps that become part of the school improvement plan. The SAC reviews the plan before and after it is submitted to the state and conducts monthly school improvement plan (SIP) reviews.

Preparation of the school's annual budget and plan

The SAC reviews the budget as it pertains to allocations for resources and professional development outlined in the School Improvement Plan.

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

The SAC funds will be used to support the before and after school tutoring program as needed to supplement SAI funds.

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
Patterson, Ellen	Other
Gordon, Melissa	Assistant Principal
Sanchez, Oscar	Principal
Jones, Alyssa	Other
Rivera, Elizavet	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The committee wants to involve more students in reading independently and to increase students' capacities to read longer passages. We want to increase students' level of comfort with digital text. We want to motivate even the most reluctant readers to enjoy reading. The LLT will support classroom teachers as they implement reading instruction with an intentional focus on the learning gains of the lowest 30% of 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

We strive to create a collaborative environment where teachers are given allotted, uninterrupted planning time to discuss and dig deeper into planning for their lessons collaboratively. A yearly schedule has been created to give teachers and grade levels the opportunity to plan per quin through a two hour uninterrupted block, in addition to their normal planning time. The staff is afforded Professional Development opportunities including grade level specific training while also being provided specific attention through the Instructional Coach.

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

We strive to recruit only the most highly qualified teachers through word of mouth and focused community outreach. We work just as hard to retain these high quality teachers by building collegial relationships, maintaining a positive school climate, and providing challenging opportunities for growth and leadership through adult learning via Professional Learning Communities.

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

We always partner first year teachers with teachers who have multiple years experience in both the classroom and our school. The teachers work together to conduct lesson plan and teaching reviews, and the experienced teacher offers support through email and conferences to help with classroom issues, student concerns, and county requirements.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

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

Data is disseminated during the summer to ensure that programs are made available from the beginning of the year. This year due to the data analyzed the school added resources that could address the needs of students in the lowest 25% and in Learning Gains. The school added reading resource teachers for both primary (K, 1, 2) and intermediate grades (3, 4, 5), the school added a science lab with a dedicated Science teacher on the specials wheel, the school added a Title III Spanish paraprofessional and a Portuguese paraprofessional and the school has two existing ELL paraprofessionals to assist our ELL population, the school added a 1/2 gifted teacher to ensure that our Gifted population was meeting its EP requirements, the school has dedicated ESE paraprofessionals that assist the full time ESE teacher to meet all needs of students with IEPs, Teachers have been reassigned or added to meet the needs of the grade level.

Once the school year began, the data was analyzed per grade level to understand the instructional needs of each child so that the MTSS process could begin immediately. PLC's were created with a focus on Math instruction while professional development trainings were offered to assist in areas of growth. The data will help the MTSS remain a fluid process as we use the aforementioned resources to address the needs of our students. WIN time per grade level (a dedicated intervention period) is discussed during the PLC's and common planning so that teachers can address additional needs or provide additional resources to students in their class and grade level. A web-based program called IStation (which operates at the level of the student and helps pace growth) was also acquired to meet individual needs.

Administration reviews the data from the previous year to set the focus for the current year while constantly monitoring the MTSS process, formative grade level assessments and state assessments to ensure every child is receiving the instruction necessary to meet the standards of Florida.

The core leadership team, which consists of the Principal, AP, CRT, CCT, Staffing Coordinator, and Dual Language Coordinator/Instructional Coach meet to review data and speak about individual students. Concerns are then discussed with the individual teacher or grade level.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,880

The 3rd, 4th, and 5th grade teachers will offer structured, formal tutoring for students in the mornings or afternoon as it benefits students needs.

Strategy Rationale

We will be disseminating data to ensure our Level 1 & 2 students and our lowest 30% are benefiting from this additional instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Patterson, Ellen, ellen.patterson@ocps.net

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

Student data is collected with every common assessment given during a unit of instruction. Teachers analyze the data and determine which tutoring group offers the child the most benefit. Teachers will assess the effectiveness of the tutoring session through exit slips and student work and adjust tutoring time and placement as needed.

Strategy: Extended School Day

Minutes added to school year: 1,800

Extended Day students utilize the IStation program provided by Orange County Public Schools.

Strategy Rationale

Students that remain after school benefit from the additional leveled instruction that is offered on a structured schedule at least twice a week while receiving instruction on how to use technology.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gordon, Melissa, melissa.gordon@ocps.net

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

Data reports are run from the software platform. These reports include amount of time spent on the program, accuracy rates, and areas of strengths and weakness.

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

Every year we host a Kindergarten Orientation for incoming kindergarten students. The new students visit a kindergarten classroom and participate in a lesson and activity. Parents stay in the cafeteria and receive information and participate in a Q&A session . We also offer school tours anytime during the school year or summer.

Every year we host a Dual Language Orientation for incoming Magnet students. The parents receive a model lesson of what a student expects to see during a typical Dual Language day while also receiving information about the program including transitions, content area (which language they are taught) and how the model works to ensure bi literacy.

During the first week of school, we transition kindergarten parents and students throughout the week by allowing them more access to the classroom during the morning than in the older grades.

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

We offer "Conversations with the Counselor", which are parental meetings that offer strategies for parents to prepare their students for college and career readiness by discussing topics such as "Is it too early to choose a career?" In addition, we offer our 5th grade students "Career Day" where Partners in Education come and discuss the different varying businesses that are represented at our school through parents and community partners.

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

N/A

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

We have an after school club that is partnered through UCF called ISTF where students learn the importance of Engineering through STEM objectives. In addition, we have vendors that offer after school programs on our campus that educate our students for career opportunities: Engineering for Kids, Drama and Spanish class.

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

We implement STEM strategies within our Science wheel so that students are prepared for advance courses at the High Level. Through our Dual Language program students are supported in becoming bi literate and bi lingual so that they can take Advanced Language classes.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the practice of grade level Professional Learning Communities (PLC) to increase the effectiveness of differentiated instruction.

- G2.** Increase the rigor of standards based instruction by effectively implementing the elements identified by the Marzano Instructional Framework.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the practice of grade level Professional Learning Communities (PLC) to increase the effectiveness of differentiated instruction. 1a

G036728

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	87.0
AMO Reading - All Students	82.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Tutoring provided by certified teachers
- Grade level PLC leaders are coached through district leaders and school based coaches

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the PLC process and how it supports differentiated instruction

Plan to Monitor Progress Toward G1. 8

Review team PLC notes to provide support as teachers move through the PLC process with their grade level teams.

Person Responsible

Oscar Sanchez

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Team meeting notes posted to SharePoint site, PLC assessment data collected and analyzed for student achievement

G2. Increase the rigor of standards based instruction by effectively implementing the elements identified by the Marzano Instructional Framework. 1a

G036729

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	87.0
AMO Reading - All Students	82.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Marzano training materials
- Effective Educators website
- Instructional Managemnet System (IMS)
- Standards-based instruction training

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of the desired effect for all 41 instructional elements in the Marzano Instructional Framework.
- Knowledge of Florida State Standards and best practices for more effective implementation.
- Access to resources that encourage and support higher order thinking skills and standards-based instruction.

Plan to Monitor Progress Toward G2. 8

Analyze teacher lesson plans for inclusion of standards-based teaching aligned to depth and rigor of the standards and observe teachers for the use of Marzano teaching strategies. Monitor student progress through classroom PLC common assessment data, benchmarks, and state assessments.

Person Responsible

Melissa Gordon

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans documenting standards based instruction; lesson plans documenting the use of problem-based activities in the classroom; Observations documenting the use of Marzano elements being used in the classroom; PLC common assessments focusing on Florida State standards

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the practice of grade level Professional Learning Communities (PLC) to increase the effectiveness of differentiated instruction. **1**

 G036728

G1.B1 Lack of understanding of the PLC process and how it supports differentiated instruction **2**

 B087995

G1.B1.S1 Provide more grade level common planning time for teachers to experience the PLC process.

4

 S098710

Strategy Rationale

More common planning time will allow more authentic collaboration and data analysis for more rigorous instruction.

Action Step 1 **5**

Adjust school schedule to ensure that all teachers within a grade level share a common planning time to experience the PLC process.

Person Responsible

Oscar Sanchez

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

School schedule allows all grade level teachers to share a common planning time

Action Step 2 5

Reserve Wednesday afternoons from 2:15 - 3:30 as often as possible for teachers within a grade level to plan together

Person Responsible

Oscar Sanchez

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Calendar shows Wednesday afternoon reserved for PLC meetings; PLC meeting notes show dates on meetings

Action Step 3 5

Teachers will implement the PLC process by having a scheduled grade level common planning time where student needs are discussed with teammates and common assessments are created to assess rigorous instruction using Florida State standards

Person Responsible

Oscar Sanchez

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Common Assessments, unit planning with rigor that reflects the Florida State standards, meeting notes, WIN and MTSS interventions.

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

Monitor school schedule to ensure that teachers have common planning times, and that at least 1 day a week is reserved for PLC meetings. Review PLC meeting notes to verify that PLC teams are meeting to schedule common assessments, review common assessment data, and plan and analyze "What I Need" (WIN) time and lesson plans.

Person Responsible

Oscar Sanchez

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Calendar shows PLC meeting times; PLCs are posted to SharePoint showing meeting times and frequency

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

Monitor PLC common assessment data to ensure that the PLC process is result in students having access to remediation, reinforcement, and enrichment at the end of every unit of study. Monitor the results of county and state standardized and diagnostic test data for student improvements in learning.

Person Responsible

Melissa Gordon

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC common assessment data charts; student scores on county and state standardized and diagnostic tests.

G1.B1.S2 Adjust school schedules to maximize instructional minutes for differentiated instruction. 4

S098711

Strategy Rationale

Increase instructional time for students with direct contact to the homeroom teacher.

Action Step 1 5

Adjust teacher morning duty schedule to allow grade levels to provide WIN time and additional support as students arrive at school.

Person Responsible

Melissa Gordon

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

School schedule shows grade level teachers are available before school starts; teachers track students served during that time

Action Step 2 5

Grade levels create a shared WIN time at least 2 times during the week so that students can have remediation, reinforcement, or enrichment as needed for specific skills.

Person Responsible

Oscar Sanchez

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans show a shared WIN time; grade levels work together to provide the appropriate level of support to all students within that grade level.

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

Monitor school schedule to ensure that instructional time is being maximized. Review PLC meeting notes to verify that PLC teams are meeting to schedule common assessments, review common assessment data, and plan and analyze WIN time.

Person Responsible

Oscar Sanchez

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLCs meeting notes are posted to SharePoint showing WIN time being scheduled and results analyzed

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

Monitor PLC common assessment data and lesson plans to ensure that the PLC process is giving students access to remediation, reinforcement, and enrichment at the end of every unit of study in both reading and math. Monitor the results of county and state standardized and diagnostic test data for student improvement in learning.

Person Responsible

Melissa Gordon

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC meeting notes; PLC common assessment data charts; Lesson plan reviews documenting WIN time within each grade level; student scores on district and state standardized and diagnostic tests.

G2. Increase the rigor of standards based instruction by effectively implementing the elements identified by the Marzano Instructional Framework. **1**

G036729

G2.B1 Teacher knowledge of the desired effect for all 41 instructional elements in the Marzano Instructional Framework. **2**

B087996

G2.B1.S1 Train teachers in the implementation of the desired effects of each of the 41 instructional elements of Marzano during the 2014 - 15 school year **4**

S098712

Strategy Rationale

Teachers will have a deeper understanding of the elements and their purpose to student achievement and rigorous instruction.

Action Step 1 5

The administrative team will train teachers on ways to include the desired effect of the 41 instructional elements, Training(s) will focus on planning for the desired effects by teaching the proper strategies that need to be implemented during lesson planning, what implementation looks like at the applying and innovating levels, and resources available to help students and teachers build knowledge and understanding through the strategies.

Person Responsible

Oscar Sanchez

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Calendar stating dates of trainings, Minutes and/or presentation notes from trainings

Action Step 2 5

Instructional coach will assist during common planning and train through professional development ways to implement the 41 instructional elements.

Person Responsible

Elizavet Rivera

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Common planning notes from teams and notes of visit from Instructional coach

Action Step 3 5

Instructional staff will implement the 41 elements from the Marzano Instructional Framework effectively

Person Responsible

Oscar Sanchez

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Grade level common planning notes; common assessments; lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor training materials and presentations for accuracy

Person Responsible

Elizavet Rivera

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Meeting dates, training notes and/or presentations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Common planning notes, common assessments; rigor in lesson plans

Person Responsible

Oscar Sanchez

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Common assessment data and state assessment data; planning notes; review of lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor teacher use of the new strategies and use of desire effect during formal and informal observations and collaborate with teachers based on observation results

Person Responsible

Oscar Sanchez

Schedule

Biweekly, from 9/15/2014 to 4/30/2015

Evidence of Completion

iObservation evaluations

G2.B2 Knowledge of Florida State Standards and best practices for more effective implementation. 2

 B087997

G2.B2.S1 Train teachers in the new Florida State Standards. 4

 S098714

Strategy Rationale

Knowing a deep understanding of the standards will allow teachers to give rigorous instruction to prepare students for grade level achievement.

Action Step 1 5

Share information through professional development and coaching/modeling that is received from selected trained staff members to the entire staff on Standards-based instruction.

Person Responsible

Elizavet Rivera

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Team meeting notes, lesson plans reflect new strategies and practices

Action Step 2 5

Teachers will implement Professional Development training resources in the common planning process, common assessments and lesson plans.

Person Responsible

Melissa Gordon

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Common Assessments, and lesson planning using new strategies and practices,

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The administrative team will monitor teacher lessons plans for common planning on the Florida State Standards. Trained staff will lead grade level planning meetings to ensure that standards are being used as the basis of classroom instruction.

Person Responsible

Oscar Sanchez

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC meeting notes, team meeting notes, formal and informal observations, teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom common assessments and observations will be monitored as well as county and state standardized and diagnostic test data to monitor the academic progress of all students with the new standards.

Person Responsible

Melissa Gordon

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC meeting notes and data charts, county and state wide standardized and diagnostic test data

G2.B3 Access to resources that encourage and support higher order thinking skills and standards-based instruction. 2

 B087998

G2.B3.S1 Analyze and utilize available resources to determine if additional resources are needed or if training would help teachers utilize current resources to their full potential. 4

 S098716

Strategy Rationale

Understanding the available resources compared to the needs of our students and constantly analyzing their effectiveness will allow our teachers to have the necessary tools to meet students academic needs.

Action Step 1 5

Discuss the resources available on the school campus to meet the needs of the MTSS process

Person Responsible

Alyssa Jones

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

School based inventory list

Action Step 2 5

Train teachers in finding additional resources available through IMS and CPalms

Person Responsible

Ellen Patterson

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Training notes and presentations, Teacher use of resources

Action Step 3 5

Utilize county and publisher provided trainings on new curriculum materials.

Person Responsible

Ellen Patterson

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Teacher participation in the offered courses

Action Step 4 5

Teachers will implement appropriate resources to support the needs of learners.

Person Responsible

Alyssa Jones

Schedule

Biweekly, from 12/2/2014 to 5/29/2015

Evidence of Completion

MTSS tiered interventions graphing sheets and data reports

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor the use of resources available through the school, district, and state through teacher lesson plans, curriculum units taught, and activities planned to both enrich and remediate content taught in the classroom

Person Responsible

Oscar Sanchez

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans, use of CPalms and IMS websites and resources

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor the grade level PLC common assessment data to be sure that students are learning the appropriate standard for their grade level and subject area.

Person Responsible

Melissa Gordon

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson plans, PLC meetings and common assessment data, district and state standardized and diagnostic test 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	Adjust school schedule to ensure that all teachers within a grade level share a common planning time to experience the PLC process.	Sanchez, Oscar	8/18/2014	School schedule allows all grade level teachers to share a common planning time	5/29/2015 weekly
G1.B1.S2.A1	Adjust teacher morning duty schedule to allow grade levels to provide WIN time and additional support as students arrive at school.	Gordon, Melissa	8/18/2014	School schedule shows grade level teachers are available before school starts; teachers track students served during that time	5/29/2015 quarterly
G2.B1.S1.A1	The administrative team will train teachers on ways to include the desired effect of the 41 instructional elements, Training(s) will focus on planning for the	Sanchez, Oscar	8/18/2014	Calendar stating dates of trainings, Minutes and/or presentation notes from trainings	5/29/2015 quarterly

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Hunters Creek Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	desired effects by teaching the proper strategies that need to be implemented during lesson planning, what implementation looks like at the applying and innovating levels, and resources available to help students and teachers build knowledge and understanding through the strategies.				
G2.B2.S1.A1	Share information through professional development and coaching/modeling that is received from selected trained staff members to the entire staff on Standards-based instruction.	Rivera, Elizavet	9/8/2014	Team meeting notes, lesson plans reflect new strategies and practices	5/29/2015 monthly
G2.B3.S1.A1	Discuss the resources available on the school campus to meet the needs of the MTSS process	Jones, Alyssa	9/2/2014	School based inventory list	5/29/2015 biweekly
G1.B1.S1.A2	Reserve Wednesday afternoons from 2:15 - 3:30 as often as possible for teachers within a grade level to plan together	Sanchez, Oscar	8/18/2014	Calendar shows Wednesday afternoon reserved for PLC meetings; PLC meeting notes show dates on meetings	5/29/2015 weekly
G1.B1.S2.A2	Grade levels create a shared WIN time at least 2 times during the week so that students can have remediation, reinforcement, or enrichment as needed for specific skills.	Sanchez, Oscar	8/18/2014	Lesson plans show a shared WIN time; grade levels work together to provide the appropriate level of support to all students within that grade level.	5/29/2015 weekly
G2.B3.S1.A2	Train teachers in finding additional resources available through IMS and CPalms	Patterson, Ellen	9/1/2014	Training notes and presentations, Teacher use of resources	5/29/2015 monthly
G2.B1.S1.A2	Instructional coach will assist during common planning and train through professional development ways to implement the 41 instructional elements.	Rivera, Elizavet	8/18/2014	Common planning notes from teams and notes of visit from Instructional coach	5/29/2015 weekly
G2.B2.S1.A2	Teachers will implement Professional Development training resources in the common planning process, common assessments and lesson plans.	Gordon, Melissa	9/2/2014	Common Assessments, and lesson planning using new strategies and practices,	5/29/2015 biweekly
G2.B3.S1.A3	Utilize county and publisher provided trainings on new curriculum materials.	Patterson, Ellen	9/2/2014	Teacher participation in the offered courses	5/29/2015 monthly
G2.B1.S1.A3	Instructional staff will implement the 41 elements from the Marzano Instructional Framework effectively	Sanchez, Oscar	8/18/2014	Grade level common planning notes; common assessments; lesson plans	5/29/2015 weekly
G1.B1.S1.A3	Teachers will implement the PLC process by having a scheduled grade level common planning time where student needs are discussed with teammates and common assessments are created to assess rigorous instruction using Florida State standards	Sanchez, Oscar	9/2/2014	Common Assessments, unit planning with rigor that reflects the Florida State standards, meeting notes, WIN and MTSS interventions.	5/29/2015 weekly
G2.B2.S1.A3	[no content entered]			one-time	
G2.B3.S1.A4	Teachers will implement appropriate resources to support the needs of learners.	Jones, Alyssa	12/2/2014	MTSS tiered interventions graphing sheets and data reports	5/29/2015 biweekly
G1.MA1	Review team PLC notes to provide support as teachers move through the PLC process with their grade level teams.	Sanchez, Oscar	8/18/2014	Team meeting notes posted to SharePoint site, PLC assessment data collected and analyzed for student achievement	5/29/2015 biweekly
G1.B1.S1.MA1	Monitor PLC common assessment data to ensure that the PLC process is result in students having access to remediation, reinforcement, and enrichment at the end of every unit of	Gordon, Melissa	8/18/2014	PLC common assessment data charts; student scores on county and state standardized and diagnostic tests.	5/29/2015 weekly

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Hunters Creek Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	study. Monitor the results of county and state standardized and diagnostic test data for student improvements in learning.				
G1.B1.S1.MA1	Monitor school schedule to ensure that teachers have common planning times, and that at least 1 day a week is reserved for PLC meetings. Review PLC meeting notes to verify that PLC teams are meeting to schedule common assessments, review common assessment data, and plan and analyze "What I Need" (WIN) time and lesson plans.	Sanchez, Oscar	8/18/2014	Calendar shows PLC meeting times; PLCs are posted to SharePoint showing meeting times and frequency	5/29/2015 weekly
G1.B1.S2.MA1	Monitor PLC common assessment data and lesson plans to ensure that the PLC process is giving students access to remediation, reinforcement, and enrichment at the end of every unit of study in both reading and math. Monitor the results of county and state standardized and diagnostic test data for student improvement in learning.	Gordon, Melissa	8/18/2014	PLC meeting notes; PLC common assessment data charts; Lesson plan reviews documenting WIN time within each grade level; student scores on district and state standardized and diagnostic tests.	5/29/2015 weekly
G1.B1.S2.MA1	Monitor school schedule to ensure that instructional time is being maximized. Review PLC meeting notes to verify that PLC teams are meeting to schedule common assessments, review common assessment data, and plan and analyze WIN time.	Sanchez, Oscar	8/18/2014	PLCs meeting notes are posted to SharePoint showing WIN time being scheduled and results analyzed	5/29/2015 weekly
G2.MA1	Analyze teacher lesson plans for inclusion of standards-based teaching aligned to depth and rigor of the standards and observe teachers for the use of Marzano teaching strategies. Monitor student progress through classroom PLC common assessment data, benchmarks, and state assessments.	Gordon, Melissa	8/18/2014	Lesson plans documenting standards based instruction; lesson plans documenting the use of problem-based activities in the classroom; Observations documenting the use of Marzano elements being used in the classroom; PLC common assessments focusing on Florida State standards	5/29/2015 weekly
G2.B1.S1.MA1	Monitor teacher use of the new strategies and use of desire effect during formal and informal observations and collaborate with teachers based on observation results	Sanchez, Oscar	9/15/2014	iObservation evaluations	4/30/2015 biweekly
G2.B1.S1.MA1	Monitor training materials and presentations for accuracy	Rivera, Elizavet	8/18/2014	Meeting dates, training notes and/or presentations	5/29/2015 quarterly
G2.B1.S1.MA3	Common planning notes, common assessments; rigor in lesson plans	Sanchez, Oscar	8/18/2014	Common assessment data and state assessment data; planning notes; review of lesson plans	5/29/2015 weekly
G2.B2.S1.MA1	Classroom common assessments and observations will be monitored as well as county and state standardized and diagnostic test data to monitor the academic progress of all students with the new standards.	Gordon, Melissa	8/18/2014	PLC meeting notes and data charts, county and state wide standardized and diagnostic test data	5/29/2015 weekly
G2.B2.S1.MA1	The administrative team will monitor teacher lessons plans for common planning on the Florida State Standards. Trained staff will lead grade level planning meetings to ensure that standards are being used as the basis of classroom instruction.	Sanchez, Oscar	8/18/2014	PLC meeting notes, team meeting notes, formal and informal observations, teacher lesson plans	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Monitor the grade level PLC common assessment data to be sure that students are learning the appropriate standard for their grade level and subject area.	Gordon, Melissa	9/1/2014	Lesson plans, PLC meetings and common assessment data, district and state standardized and diagnostic test data	5/29/2015 weekly
G2.B3.S1.MA1	Monitor the use of resources available through the school, district, and state through teacher lesson plans, curriculum units taught, and activities planned to both enrich and remediate content taught in the classroom	Sanchez, Oscar	9/1/2014	Teacher lesson plans, use of CPalms and IMS websites and resources	5/29/2015 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 Opportunities

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

G2. Increase the rigor of standards based instruction by effectively implementing the elements identified by the Marzano Instructional Framework.

G2.B1 Teacher knowledge of the desired effect for all 41 instructional elements in the Marzano Instructional Framework.

G2.B1.S1 Train teachers in the implementation of the desired effects of each of the 41 instructional elements of Marzano during the 2014 - 15 school year

PD Opportunity 1

The administrative team will train teachers on ways to include the desired effect of the 41 instructional elements, Training(s) will focus on planning for the desired effects by teaching the proper strategies that need to be implemented during lesson planning, what implementation looks like at the applying and innovating levels, and resources available to help students and teachers build knowledge and understanding through the strategies.

Facilitator

Oscar Sanchez, Melissa Gordon, Ellen Patterson, Lisa Rivera and district coaches

Participants

All instructional staff members

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

PD Opportunity 2

Instructional coach will assist during common planning and train through professional development ways to implement the 41 instructional elements.

Facilitator

Oscar Sanchez, Melissa Gordon, Ellen Patterson, Lisa Rivera and district coaches

Participants

All instructional staff members

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G2.B2 Knowledge of Florida State Standards and best practices for more effective implementation.

G2.B2.S1 Train teachers in the new Florida State Standards.

PD Opportunity 1

Share information through professional development and coaching/modeling that is received from selected trained staff members to the entire staff on Standards-based instruction.

Facilitator

Common core trained staff; Lisa Rivera, and Ellen Patterson

Participants

All instructional personnel

Schedule

Monthly, from 9/8/2014 to 5/29/2015

G2.B3 Access to resources that encourage and support higher order thinking skills and standards-based instruction.

G2.B3.S1 Analyze and utilize available resources to determine if additional resources are needed or if training would help teachers utilize current resources to their full potential.

PD Opportunity 1

Train teachers in finding additional resources available through IMS and CPalms

Facilitator

Ellen Patterson and Lisa Rivera

Participants

All instructional personnel

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0