Dover Shores Elementary

2014-15 School Improvement Plan

Dover Shores Elementary

1200 GASTON FOSTER RD, Orlando, FL 32812

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	77%

Alternative/ESE Center	Charter School	Minority
No	No	78%

School Grades History

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

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.

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

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

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

Dover Shores is committed to providing a welcoming environment conducive to two-way communication with our community. Training is provided to the staff through Title I on cultural sensitivity and communication. Parents provide input via our survey in addition to teacher queries on student interests and needs.

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

Our staff is committed to providing a safe and respectful environment. Hallways are monitored by administrators and other staff members during transitional times, in common areas and before and after school. Our Safe School Plan provides a framework for staff training; school-wide drills are conducted on a regular basis to practice procedures in emergency situations. The leadership team has an open-door policy to 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

The school's behavioral leadership team adopted and will implement the Conversation, Help, Activity, Movement, Participation, Success (CHAMPS) program to minimize distractions and engage students during instructional time and provide a proactive approach to building positive peer interaction during instructional and non-instructional time.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our behavior specialist provides social-emotional support activities for students in need.The dean also provides mentoring for identified students and is developing peer groups in order to build a support system. The school is supported by a mental health counselor for qualified students. Support is also available to assist parents in receiving services the district approved mental health provider.

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

Each leadership team member is responsible for monitoring early warning signs throughout the school year. Preventative measures are set in place to support students who exhibit one or more early warning indicators. The leadership team works in collaboration with school staff, students, and families to provide interventions and monitor progress.

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	32	22	22	21	19	11	127
One or more suspensions	4	4	4	9	5	5	31
Course failure in ELA or Math	0	0	28	16	31	22	97
Level 1 on statewide assessment	0	0	0	39	20	40	99

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	2	11	19	17	21	70

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

After school tutoring, tutoring groups during school day, pull-out groups, intervention block built into school schedule, small group differentiated instruction, Multi-tiered System of Support (MTSS) - academic and behavioral, are all data driven and standards based to provide rigorous instruction and remediation/reteaching based on individual needs. Ongoing progress monitoring occurs in our regular data meetings where multiple data sources are analyzed to drive instruction.

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/174261.

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

Dover Shores has a strong relationship with our surrounding community. Business partners support our School Advisory Council (SAC) and Parent Teacher Association (PTA) through our Partners in Education program (PIE) in ongoing events to support student achievement. Dover Shores recognizes our partners through various modalities including: school newsletter, marquee, year book and recognition breakfast, and beautification initiatives. School staff actively seeks out and recruits new business partners in our community. .

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
Hart, Randall	Principal
Galvin-Prepetit, Roseanne	Assistant Principal

Duties

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

Roseanne Galvin-Prepetit - MTSS coordinator: schedules and facilitates MTSS meetings, and assists in identifying and implementing interventions, and progress monitoring. She is responsible for monitoring communication and data collection.
Randall Hart - meets monthly with the MTSS team to review student progress.
Amy DuBois/Karla Etter - administer diagnostic screenings, actively participate in MTSS meetings, assist in identifying interventions and progress monitoring tools, and are available to provide resources and student intervention (if needed), oversee all testing.
Amy Reddick - administers behavior screenings, conducts observations for classroom teachers, assists in identifying appropriate behavior interventions, actively participates in MTSS meetings, and is available to provide social skills lessons in classrooms.
Nikki Starks - oversees school's Specific, Measurable, Attainable, Results, Time-frame (SMART) goals to minimize disruptive behavior and increase amount of instructional time in the classroom. She also supports the MTSS team in regards to academics and behavior. Each member of our team provides ongoing small group instruction for intervention as directed by data.

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 Multi-Tiered System of Supports (MTSS) child study team supports classroom teachers by administering diagnostic screenings, providing interventions based on individual needs, and by monitoring the student's progress. The team supports teachers in academic interventions and enrichment as well as with behavior interventions. The team meets regularly with teachers and students to discuss progress.

Title I

The Title I department will provide technical assistance to school staff in compliance and parental involvement. Title I funds will also be used to support student learning (i.e. tutoring, additional staff and technology).

Community Resources Department

The community resources department provides technical assistance and ongoing support to the ADDitions and Partners in Education coordinators, which enables them to build capacity with parents and community members, to support student achievement.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Amy DuBois	Teacher
Randall Hart	Principal
Ola Kaba	Parent
Jessica Silva	Parent
Pam Reynolds	Education Support Employee
Kasey Jensen	Parent
Victoria Aleman	Parent
Clyde Ellington	Education Support Employee
Clarence Collins	Business/Community

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

Some activities initially included in the SIP did not support our goals for student achievement. As the SAC met to plan for the current year, adjustments were made to ensure alignment to the vision and mission of our school.

Development of this school improvement plan

The SAC met to review parent, student, and teacher surveys and all available student data to draft a School Improvement Plan to submit for approval in the fall.

Preparation of the school's annual budget and plan

SAC funds will be used to support academic activities throughout the year.

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

The funds that were allocated last year supplied resources for school functions that helped to build capacity and increase parent involvement.

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
Hart, Randall	Principal
Dubois, Amy	Instructional Coach
Galvin-Prepetit, Roseanne	Assistant Principal
Etter, Karla	Instructional Coach
Schmitt, Dana	Teacher, K-12
Blackwood, Debra	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will act to support teachers as they transition to the Language Arts Florida Standards. They will meet monthly to analyze standards and provide assistance in the development of rigorous lessons. They will also provide assistance in analyzing data. The LLT will facilitate the Read Around the World literacy program as well as other parent involvement activities, in order to build capacity.

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

Differentiated professional development
Regular Professional Learning Community meetings and data meeting
Instructional rounds
Common planning time
Peer observation

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

Dover Shores is committed to recruiting, developing and retaining highly qualified teachers. The school implements numerous strategies to ensure that teachers meet certification requirements and have the opportunity to grow professionally, while fostering student achievement. These strategies include a mentoring program for new teachers; which entails pairing a new teacher with a veteran teacher. Additional and differentiated professional development is provided both on site and throughout the district as needed. Teachers are also supported through ongoing Professional Learning Communities, which are supported and monitored by the administrative team.

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

New and beginning teachers are paired with either the instructional coach or an experienced teacher and monitored per Orange County Public Schools's coaching/mentor guidelines.

Other teachers may be selected for structured mentoring and or coaching by highly successful teachers in order to build teacher effectiveness. Pairing is determined by the area of need(s) for the teacher identified and the expertise of colleagues. Teachers may be paired across grade levels if needed. Each mentoring situation is monitored by the Instructional Coach, through activities such as peer observations, focused research topics, reflection logs, and specific feedback. Administrators may recommend teachers for mentoring based on evaluations and classroom observations.

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

All available data is analyzed by teachers and staff to determine appropriate levels of instruction for students on an on-going basis. Differentiated, small-group instruction is provided during the day and after school, as well as enrichment opportunities based on the data. All students receive rigorous instruction through their core program. In addition to the core program, students receive supplemental instruction based on data and individual needs using research based programs vetted by the county. For example, once data is analyzed and small groups are determined, instruction may be modified by providing a different teacher, different resources, and/or different instructional practices.

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

Strategy: After School Program

Minutes added to school year: 1,500

Teachers will provide after school tutoring in reading, for 75 minutes once per week and in math for 75 minutes per week. The initial student population will be the lowest 25%. Transportation will be provided for our bus students.

Strategy Rationale

Our rationale for providing after school tutoring is to help close the achievement gap by providing targeted instruction for struggling students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hart, Randall, randall.hart@ocps.net

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

Teachers will collect both formative and summative assessment data, including a pre- and post-assessment. The administrative team will review data bi-weekly to determine the effectiveness of the strategies in place and make necessary adjustments.

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.　　Teachers will design and deliver effective and engaging, rigorous instruction aligned to the new Florida Standards and 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. Teachers will design and deliver effective and engaging, rigorous instruction aligned to the new Florida Standards and Marzano Instructional Framework. `1a`

🔍 G036739

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0
ELA/Reading Lowest 25% Gains	80.0
ELA/Reading Gains	80.0
FSA - Mathematics - Proficiency Rate	80.0
Math Lowest 25% Gains	80.0
Math Gains	80.0

Resources Available to Support the Goal `2`

- Learning Sciences International (LSI) support personnel

- District resource teacher

- Instructional coaches

- PDS online

- Marzano Framework

- Language Arts Florida Standards (LAFS) and Math Florida Standards (MAFS) Measurement Topic Plans and Item Specifications

- Core and supplemental programs

- Various assessment data

- Instructional Management System (IMS)

- CPalms

- Safari Montage

Targeted Barriers to Achieving the Goal `3`

- Teacher lack of experience with the new standards

Plan to Monitor Progress Toward G1. `8`

Data analysis meetings with the administrative team

Person Responsible
Randall Hart

Schedule
Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion
Teacher-collected data; formative and summative Benchmark and mini-benchmark data FAIR-FS data

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. Teachers will design and deliver effective and engaging, rigorous instruction aligned to the new Florida Standards and Marzano Instructional Framework. `1`

🔍 G036739

G1.B2 Teacher lack of experience with the new standards `2`

🔍 B088012

G1.B2.S1 Provide differentiated professional development on gaining proficiency in understanding of the new standards as well as the utilization of deconstructed standards and promote connections to the Marzano Framework. `4`

🔍 S099194

Strategy Rationale

A more in-depth understanding of the standards and their connection to the Marzano protocols will have a positive impact on student achievement.

Action Step 1 `5`

School leadership team will review professional development plan from prior year and the impact on student achievement.

Person Responsible

Randall Hart

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Work will be monitored and analyzed through the collection of the following data sources: surveys, sign-in sheets, agendas, handouts, minutes, lesson plans, and student artifacts/work samples. Growth feedback will be provided to teachers regarding their student assessment data.

Action Step 2 5

School leadership team will develop, implement and monitor a plan for providing differentiated professional development to positively impact student achievement.

Person Responsible

Randall Hart

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Work will be monitored and analyzed through the collection of the following data sources: surveys, sign-in sheets, agendas, handouts, minutes, lesson plans, and student artifacts/ work samples. Growth feedback will be provided to teachers regarding their student assessment data.

Action Step 3 5

School leadership team will select teacher leaders to attend professional development opportunities throughout the district and in turn, present information to the entire instructional staff.

Person Responsible

Randall Hart

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Work will be monitored and analyzed through the collection of the following data sources: surveys, sign-in sheets, agendas, handouts, minutes, lesson plans, and student artifacts/ work samples.

Action Step 4 5

School leadership team will provide professional development in the following areas: deconstructing the new Florida state standards, shifts in the Marzano protocols, data-driven instruction, small group differentiation, MTSS interventions and enrichment, and purposeful planning with the elements of the framework in mind.

Person Responsible

Randall Hart

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Work will be monitored and analyzed through the collection of the following data sources: iObservation data, surveys, sign-in sheets, agendas, handouts, minutes, lesson plans, and student artifacts/work samples.

Action Step 5 5

School leadership team will provide ongoing coaching, modeling and support to classroom teachers, in both academic and behavioral interventions. The team will assist teachers in collecting student data and artifacts, and planning for instruction through data and PLC meetings.

Person Responsible

Randall Hart

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Work will be monitored and analyzed through the collection of the following data sources: iObservation data, surveys, sign-in sheets, agendas, handouts, minutes, lesson plans, and student artifacts/work samples.

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

Ongoing monitoring for fidelity will occur through: attending, guiding, and follow-up of regular grade level meetings, data meetings and common planning sessions.

Person Responsible

Randall Hart

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Lesson plans, feedback, growth feed back provided to teachers, student artifacts/work samples, agendas, and minutes of professional development

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

Leadership team will continue to meet with instructional staff to review student data, artifacts and teacher reflections on lesson plans and student achievement.

Person Responsible

Randall Hart

Schedule

Biweekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Student assessment data, teacher growth as reflectied in lesson plans and protocol

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.B2.S1.A1	School leadership team will review professional development plan from prior year and the impact on student achievement.	Hart, Randall	8/11/2014	Work will be monitored and analyzed through the collection of the following data sources: surveys, sign-in sheets, agendas, handouts, minutes, lesson plans, and student artifacts/work samples. Growth feedback will be provided to teachers regarding their student assessment data.	5/29/2015 weekly
G1.B2.S1.A2	School leadership team will develop, implement and monitor a plan for providing differentiated professional development to positively impact student achievement.	Hart, Randall	8/11/2014	Work will be monitored and analyzed through the collection of the following data sources: surveys, sign-in sheets, agendas, handouts, minutes, lesson plans, and student artifacts/work samples. Growth feedback will be	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
				provided to teachers regarding their student assessment data.	
G1.B2.S1.A3	School leadership team will select teacher leaders to attend professional development opportunities throughout the district and in turn, present information to the entire instructional staff.	Hart, Randall	8/11/2014	Work will be monitored and analyzed through the collection of the following data sources: surveys, sign-in sheets, agendas, handouts, minutes, lesson plans, and student artifacts/work samples.	5/29/2015 monthly
G1.B2.S1.A4	School leadership team will provide professional development in the following areas: deconstructing the new Florida state standards, shifts in the Marzano protocols, data-driven instruction, small group differentiation, MTSS interventions and enrichment, and purposeful planning with the elements of the framework in mind.	Hart, Randall	8/11/2014	Work will be monitored and analyzed through the collection of the following data sources: iObservation data, surveys, sign-in sheets, agendas, handouts, minutes, lesson plans, and student artifacts/work samples.	5/29/2015 weekly
G1.B2.S1.A5	School leadership team will provide ongoing coaching, modeling and support to classroom teachers, in both academic and behavioral interventions. The team will assist teachers in collecting student data and artifacts, and planning for instruction through data and PLC meetings.	Hart, Randall	8/11/2014	Work will be monitored and analyzed through the collection of the following data sources: iObservation data, surveys, sign-in sheets, agendas, handouts, minutes, lesson plans, and student artifacts/work samples.	5/29/2015 weekly
G1.MA1	Data analysis meetings with the administrative team	Hart, Randall	8/11/2014	Teacher-collected data; formative and summative Benchmark and mini-benchmark data FAIR-FS data	5/29/2015 monthly
G1.B2.S1.MA1	Leadership team will continue to meet with instructional staff to review student data, artifacts and teacher reflections on lesson plans and student achievement.	Hart, Randall	8/11/2014	Student assessment data, teacher growth as reflectied in lesson plans and protocol	5/29/2015 biweekly
G1.B2.S1.MA1	Ongoing monitoring for fidelity will occur through: attending, guiding, and follow-up of regular grade level meetings, data meetings and common planning sessions.	Hart, Randall	8/11/2014	Lesson plans, feedback, growth feed back provided to teachers, student artifacts/work samples, agendas, and minutes of professional development	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 Opportuntities

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

G1. Teachers will design and deliver effective and engaging, rigorous instruction aligned to the new Florida Standards and Marzano Instructional Framework.

G1.B2 Teacher lack of experience with the new standards

G1.B2.S1 Provide differentiated professional development on gaining proficiency in understanding of the new standards as well as the utilization of deconstructed standards and promote connections to the Marzano Framework.

PD Opportunity 1

School leadership team will review professional development plan from prior year and the impact on student achievement.

Facilitator

Leadership team

Participants

All instructional personnel

Schedule

Weekly, from 8/11/2014 to 5/29/2015

PD Opportunity 2

School leadership team will develop, implement and monitor a plan for providing differentiated professional development to positively impact student achievement.

Facilitator

Leadership team

Participants

All instructional personnel

Schedule

Weekly, from 8/11/2014 to 5/29/2015

PD Opportunity 3

School leadership team will select teacher leaders to attend professional development opportunities throughout the district and in turn, present information to the entire instructional staff.

Facilitator

Leadership team and select teacher leaders

Participants

All instructional personnel

Schedule

Monthly, from 8/11/2014 to 5/29/2015

PD Opportunity 4

School leadership team will provide professional development in the following areas: deconstructing the new Florida state standards, shifts in the Marzano protocols, data-driven instruction, small group differentiation, MTSS interventions and enrichment, and purposeful planning with the elements of the framework in mind.

Facilitator

Leadership team

Participants

All instructional personnel

Schedule

Weekly, from 8/11/2014 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**