

Chestnut Elementary School For Science And Engineering



2014-15 School Improvement Plan

Chestnut Elementary School For Science And Engineering

4300 CHESTNUT ST, Kissimmee, FL 34759

www.osceola.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

85%

Alternative/ESE Center

No

Charter School

No

Minority

90%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

B

B

B

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
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

The Mission of Chestnut Elementary School is To create an engaging and respectful learning environment through open communication and collaboration which prepares each student for a successful life.

Provide the school's vision statement

The Vision of Chestnut Elementary School is Outperform all other schools implementing student-centered academics, arts, athletics to be THE model school in the State of Florida.

School Environment

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

For the 2014-15 School Year, one of the major shifts and focus points at CNES is to build positive relationships with ALL students and with the community. Teachers were directed to call parents and state anything positive about the student in their classes. Such communication has been documented and logged.

Every second Wednesday of the month will be Professional Development that pertains to Rigor and Relationships. Over the summer, select teachers attended the Model Schools Conference in Orlando, Florida. One statistic that stuck out to all teachers that attended was that studies showed that building a positive relationship with students show a 1.44% increase in student achievement.

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

There are various ways that our school creates this environment:

Positive Behavior System (Positive Behavior Referrals)

Color System Rewards for students who maintain appropriate behavior and work ethic

RAPS-This program promotes a safe, respectful, and engaging learning environment with the focus being on respect, active learning, preparedness, and safety.

Guidance Program- Academic, Behavioral, and Emotional support

School Resource Officer

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

All classrooms implement Positive Behavior Support. Students have the opportunities to earn Chestnut Cash which is in turn used by the students in various ways to purchase opportunities for rewards. All classrooms implement color changes based on Citizenship Character Education standards. The student is responsible for reporting the color

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

Guidance will establish groups

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

We are taking a look at the students who are absent one time during the first two weeks of school. This would be equivalent to missing 10% of the first ten days of school. We are also monitoring the amount of excessive tardies and absences from school and reminding the parents about the amount of instructional time their student loses when they are not in school.

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	38	74	62	71	63	62	370
One or more suspensions	0	6	1	2	9	1	19
Course failure in ELA or Math	5	13	10	14	12	5	59
Level 1 on statewide assessment	0	0	0	32	40	60	132

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	7	10	13	34	32	101

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

Attendance committee contacts the parents of the students after 3 unexcused absences to remind parents of the connection between attendance and academic success. Students that are tardy have to be signed in by their parents. The attendance clerk reminds parents of the unexcused absence policy after their student is tardy five times. Students are recognized and rewarded for perfect attendance.

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

Chestnut Elementary believes in promoting parent involvement through providing various opportunities for parent conferences, parent meetings, and curriculum activities. The 14-15 school year activities which are designed to build the capacity of parents to help their children are as follows:

- 1.) Family Math Nights
- 2.) Science Nights
- 3.) Book Fair Family Nights
- 4.) Book Bingo Events
- 5.) New Parent Orientations
- 6.) Literacy Nights
- 7.) STEM Showcases
- 8.) Stop Bullying Presentation
- 9.) SAC Mini-Conference
- 10.) Parent/Teacher Conference Workshop
- 11.) On-going Parent Conferences throughout the School Year, including IEP, LEP, PMP, and MTSS Meetings
- 12.) FSA Parent Night
- 13.) STEM/College and Career Community Day

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

The school has a Partner in Education coordinator that recruits community business members to partner with the school in various capacities. The partnerships are reciprocal with both school and business partners receiving support and resources from the other. The coordinator and partner have an initial meeting to discuss the structure of the partnership. The school creates opportunities for the partners to be on campus to work with students in the Science, Technology, Engineering, and Math labs as it relates to their business. In addition, partners are invited to attend all after school events to promote their business. The school highlights each partner on the website and recognizes partners throughout the year for various projects and support. Partners support the school with special promotions for students with perfect attendance, honor roll, and for student of the month.

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
Confesor, Audie	Principal
Fenn, Lana	Assistant Principal
McClintock, Julie	Instructional Coach
Diaz, Marisa	Instructional Coach
Howe, Jane	Guidance Counselor
Castro, Maria	Instructional Coach
Ellis, Susan	Teacher, K-12

Duties

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The team meets weekly to engage in the following activities: 1.) review universal screening data and link to instructional decisions; 2.) review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks; and 3.) link resources to address areas for improvement. Based on the above information, the team will identify and align professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make data-based instructional decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation, along with reviewing impact evidence, along with suggesting necessary adjustments.

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 MTSS Leadership Team provides input to the School Advisory Council (SAC) and principal to help develop the SIP. The team provides data regarding Tier 1, 2, and 3 targets, including academic and social/emotional areas for improvement; helps set clear expectations for instruction (Rigor, Relevance, Relationships); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures with essential resources (material and personnel).

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Audie R. Confesor	Principal
Lana Fenn	Teacher
Sandra Soto	Parent
	Student

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

SAC members were included in updates from the school and how the data followed the School Improvement Plan designed for the current school year.

Development of this school improvement plan

SAC members, including Grade Level and Department representation, along with Instructional Coaches and Administration participated in a full-day Planning Session with the SAC Officers to conceptualize and solidify the 13-14 Targets, Goals and Action Strategies for the School Improvement Plan. We actively engaged in the 8-step Problem-Solving Process.

Preparation of the school's annual budget and plan

SAC members were presented the budget at every meeting. Any purchases were voted by the members.

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

The School Improvement Funds will be allocated to support the Math initiative goal to ensure highly-engaging, standards-based math instruction will occur in all classrooms and learning with proficiency will be achieved by all students.

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

Public and Collaborative Teaching

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

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

The Wednesday schedule has been set to accommodate professional development, team planning, and PLCs. Vertical planning will take place in May. The focus on PD will be on Rigor and Relationships.

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

The following programs are utilized to retain highly-qualified and effective teachers:

School Mentoring Program
District PD Lead Program
Professional Development Series
Professional Learning Communities
Lesson Study Teams
Marzano iObservation Teacher Evaluation System
Individual Professional Development Plan

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

Mentor/Mentee Partnerships based on Professional Service Contract and A1-A3 Status Partnerships
Julie Hoffman/Hope Newhouse
Julie McClintock/Kristy Overstreet
Odilia Rivera/Yvonne Escobar
Milbia Vazquez/Ashley Bowlby
Dana Bennett/Patty Cummins
Susan Ellis/Joelle Palzer
Michellii Morales/Marisa Diaz
Jennifer Alvarado/Mechelle Reveron
Janet Taffel/ Margarita Muriel
Schoolwide Mentoring Support with Coaching Model:
Maria Castro, Literacy Coach
Marisa Diaz, Learning Resource Specialist, Math/Science Coach
Julie McClintock, STEM Coordinator, PD Lead Facilitator
Susan Ellis, Science Curriculum Chair
Mentoring Activities:
Mentoring Program Informal Meetings/Formal Meetings 1x/ monthly
PD Lead Program
Professional Development Series, 2x/monthly-1st semester. 1x/monthly-2nd semester
Vertical Professional Learning Communities, 1x/monthly
Daily Common Planning Time per Grade Level Team
Marzano iObservation Teacher Evaluation System
Individual Professional Development Plan; monitored 4x/year
K-5 Math Solutions Professional Development Series

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

All teachers have access to CPALMS, a web site where teachers have access to the curriculum maps, exemplar tasks/activities, and links to resources aligned with the new Florida Standards. All teachers have access to the District Wide adopted series in Reading, Math, Science, Social Studies, and Writing. Teachers may request extra materials outside of the adopted series, but must clear with administration for approval. Extra materials are not approved if the materials are not research-based and are not aligned to the new Florida Standards.

Instructional Strategies

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

All assessments given to students are broken down by standard and analyzed. This information is used to remediate instruction in areas of need and to provide multiple opportunities for the kids to master the concept. All instruction is differentiated based on the student's needs.

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

Strategy: Extended School Day

Minutes added to school year: 1,800

The Extended-Learning, After-School Program will provide additional remedial support for identified K-5th graders who need to strengthen their basic foundational math skills. Students will receive additional practice with Core lesson concepts, building pre-requisites, fluency, and stamina. Go Math Intensive Intervention materials with Whole Group and Small Group Differentiated Instruction, along with computer-assisted support (Timez Attack, Sum Dog, Moby Max) will be utilized for these students.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Fenn, Lana, fennlana@osceola.k12.fl.us

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

Program and Student Evaluation Data will be collected through the established progress monitoring instruments and timeline. Classroom teachers and grade level teams will analyze this data for common instructional needs and to develop further intervention plans for continuous improvement.

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

Approximately 20 students participate in the Pre-Kindergarten programs housed in our facility. This creates a natural transition throughout the school year in preparation for Kindergarten, as our students and staff share similar experiences. Our Pre-Kindergarten families are invited to attend our special events, such as Family Fun Nights and Parent Workshops. These students and their families are also encouraged to attend our annual spring Kindergarten Registration Round-Up which provides all incoming kindergartners with an opportunity to meet our staff, tour our school, and to attend a presentation which outlines the curriculum expectations and daily schedule, along with addressing any questions. Also, our District's Title 1 Parent Center provides numerous print and manipulative

materials for check-out throughout the calendar year, in addition to parent workshops on various topics to help parents develop early childhood skills and ease the successful transition to Kindergarten.

Incoming Kindergarten students are informally and formally screened prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within basic language and pre-reading areas. FLKRS and STAR Early Literacy assessment data will be collected and disaggregated by mid-September. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains.

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

Students, Pre-Kindergarten through 5th grade, participate in our Science, Technology, Engineering, and Math STEM-ology labs for six weeks if they are Pre-Kindergarten through 3rd grade and for five weeks if they are 4th or 5th graders. Students are involved in fields of study in the areas of Science, Technology, Engineering, and Math that align with the K-12 pathway students are involved in as they progress into secondary education. Experts in each of the STEM disciplines are engaged with our students through mentoring students in the career fields whether it be in person, through Skype, or phone conferences. Students are exposed each day to various careers, colleges, and technical education programs through our announcement system as well as weekly focus on a specific career and colleges that offer those programs. 5th grade students are involved in career counseling for their last year in elementary school. Students research the different career fields in which they have an interest and determine the colleges or technical schools that offer the programs and set goals for the future based on what they determine to be their field of interest. Our school hosts an annual career event in which our business partners and community members speak to our students about careers and the real world connection to what they are learning. In addition, we will hold a STEM/College and Career community event at the end of the school year.

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

The four STEM labs focus on various courses at each grade level based on standards and student interests.

Science: Culinary, Entomologists, Medical Skills, Archeology, Aviation, Chemistry

Technology: Graphic Arts, Presentation Skills, Podcasting, iMovie, Garage Band/Audio Engineering, Gaming

Engineering: Fabric/Wood/Paper, Structures, Balance and Motion, Variables, Models and Designs, Car Design

LEGO Lab: Students use technical reading skills to build various robotics that they learn to program.

Math: Math Systems, Mouse Bakery, Chestnut Pizza Company, Global Travel Magazine, Chestnut Design, The Lollipop Shop

****The Math STEM labs are a business complex and students plan, design, own, and operate their own businesses. This aligns with our secondary feeder schools and satisfies the business track option as our students progress.**

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

All of our courses in Science, Technology, Engineering, and Math are aligned with the Florida State Standards and in each STEM lab students are involved in each discipline in an integrated approach to learning with a focus on the type of career students are simulating through the coursework.

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Highly-engaging, standards-based instruction will occur in all classrooms and learning with proficiency will be achieved by all students.

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. Highly-engaging, standards-based instruction will occur in all classrooms and learning with proficiency will be achieved by all students. **1a**

 G037032

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	65.0
Math Lowest 25% Gains	55.0
AMO Math - SWD	61.0
AMO Math - ELL	61.0
AMO Reading - All Students	69.0
ELA/Reading Gains	70.0
Math Gains	50.0
AMO Reading - SWD	54.0
AMO Reading - ELL	55.0

Resources Available to Support the Goal **2**

- Common Core and FCAT 2.0 Learning Standards and Assessments, STAR Math Progress Monitoring Assessments Go Math Assessments, Technology equipment and programs (TimezAttack, Sum Dog, Study Jams, Mega Math, FCAT Explorer) Manipulatives, Grab-n-Go, & various math resources in Media Center for checkout, National Virtual Library of Manipulatives Go Math Program Materials for Remediation and Enrichment, Professional Learning Communities, Lesson Study Math Team, Math Coach, Math Curriculum Chairpersons, Math Paraprofessionals, Math Cluster Classrooms (VE, Gifted, ELL), 2nd-5th Math Solutions Professional Development Series & Consultant, Math Tradebooks, Math Scales and Rubrics, Written Response Scale Florida Ready and 40 Days Math FCAT Countdown Materials, ELO Tutoring Funds, Lunch Bunch Program & Parent Volunteers STEM Labs, Kagan Strategies and Tools, Graphic Organizers, Math Olympiad, Common Core 8 Math Practices, Marzano 6 Step Vocabulary Instruction Model

Targeted Barriers to Achieving the Goal **3**

- Insufficient student foundational math skills
- Insufficient student engagement strategies
- Insufficient teacher utilization of research-based math instructional practices

Plan to Monitor Progress Toward G1. **8**

Math Performance Scale Results, Progress Monitoring Assessments

Person Responsible

Audie Confesor

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Assessment Results, Growth Reports,

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Highly-engaging, standards-based instruction will occur in all classrooms and learning with proficiency will be achieved by all students. **1**

 **G037032**

G1.B1 Insufficient student foundational math skills **2**

 **B088865**

G1.B1.S1 Conduct Daily Spiral Math Skills Review **4**

 **S099491**

Strategy Rationale

Going back to review skills helps with practice and retainment. Teachers can take these skills and help deepen student knowledge.

Action Step 1 **5**

Mixed Cumulative Review, Fluency Builder Tasks, Problem of the Day, Go Math & CIM Spiral Review, Re-Teaching Sheets

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Student Work Samples

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

Cumulative Review Tasks

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Student Work Samples, Pinnacle Grade Sheets

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

Math Performance Scale Results, Progress-Monitoring Assessments

Person Responsible

Schedule

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets, Classroom Walkthrough Feedback, iObservation Data Points

G1.B1.S2 Establish and Implement Basic Math Facts Benchmarks and Incentive Programs per Grade Level **4**

 S099492

Strategy Rationale

Motivation and competition brings out the best in students and teachers. Students also feel confidence when they see their work is acknowledged and recognized. Mastery of the basic facts assist with more complex tasks in mathematics.

Action Step 1 **5**

Basic Math Facts Drills, Incentive Program, Individual Progress Monitoring Charts

Person Responsible

Audie Confesor

Schedule

Monthly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Progress Monitoring Charts, Grade Level Team Meeting Minutes, Communication Letters to Parents

Action Step 2 **5**

Progress monitoring

Person Responsible

Marisa Diaz

Schedule

Weekly, from 11/3/2014 to 3/31/2015

Evidence of Completion

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

Progress Monitoring Assessments

Person Responsible

Schedule

Evidence of Completion

Assessment Results, Computer Program Reports, Student Progress Charts, Incentive Rewards

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

Progress Monitoring Assessments, Incentive Rewards and Celebrations


Person Responsible

Schedule

Evidence of Completion

Assessment Results, Pinnacle Grade Sheets, Progress Monitoring Plans, IEP Progress Reports

G1.B1.S3 Provide continual and appropriate Homework Practice to reinforce basic math skills **4**

 S099493

Strategy Rationale

Practice makes perfect. Students not only retain their basic skills, but become more fluent and competent through relevant practice.

Action Step 1 **5**

Differentiated Assignment per Math Performance Scale Level

Person Responsible

Lana Fenn

Schedule

Weekly, from 8/18/2014 to 6/12/2015

Evidence of Completion

Lesson Plans, Pinnacle Grade Sheet, Student Work Samples

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

Go Math Assignments, Mixed Review Assignments, Basic Math Facts Assignments

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Pinnacle Grade Sheets, Student Work Samples

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

Math Performance Scale Results, Progress Monitoring Assessments

Person Responsible

Schedule

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets, iObservation Data Points

G1.B1.S4 Increase remedial math tutoring opportunities through an Extended-Learning Program and an Intensive Intervention Program. **4**

 S099494

Strategy Rationale

Extra help in smaller settings with certified teachers will help attack specific skills where our students struggle. This opportunity will also help to provide more individual instruction tailored on the individual need.

Action Step 1 **5**

Small Group Differentiated Instruction, Go Math Intensive Intervention Tasks, Re-Teaching Sheets & Manipulatives

Person Responsible

Lana Fenn

Schedule

Weekly, from 10/21/2014 to 3/31/2015

Evidence of Completion

Lesson Plans, Schedules, Student Work Samples, Progress Monitoring Plans, Pinnacle Grade Sheets

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

Differentiated Instructional Strategies and Materials

Person Responsible

Schedule

Evidence of Completion

Student Work Samples, Schedules, Classroom Walkthroughs

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

Math Performance Scale Levels, Progress Monitoring Assessments, Student Work Samples, Computer Program Reports

Person Responsible

Schedule


Evidence of Completion

Progress Monitoring Plans, IEP Progress Reports, Pinnacle Grades, Assessment Results, iObservation Data Points, # Student Retention Cases, # MTSS Tier 2 and/or 3 Cases

G1.B2 Insufficient student engagement strategies 2

 B088866

G1.B2.S1 Utilize Kagan Cooperative Learning Strategies throughout daily math lessons 4

 S099495

Strategy Rationale

Student retain more when they learn from each other. Students that learn to collaborate are learning a 21st century skill.

Action Step 1 5

Rigor and Relationships

Person Responsible

Audie Confesor

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

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

Kagan Cooperative Learning Strategies

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Classroom Walkthrough Feedback

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

Math Performance Scale Results, Progress-Monitoring Assessments

Person Responsible

Schedule

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets,
iObservation Data Points, Attendance Data, PBS Discipline Data

G1.B2.S2 Develop Higher-Order Thinking Skills through Standards-Based Questions and probing techniques **4** S099496**Strategy Rationale**

Higher order questioning helps with the rigor and helps open the mind of our students. Students can generate their own hypothesis along with working with others to test a group idea.

Action Step 1 **5**

Math Question Stems & Posters, Standards-Based Questions & Tasks, Error Analysis Items, Work Backwards Tasks, Released FCAT & PARCC Test Items

Person Responsible

Marisa Diaz

Schedule***Evidence of Completion***

Lesson Plans

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

Question Types & Frequencies

Person Responsible**Schedule*****Evidence of Completion***

Lesson Plans, Classroom Walkthrough Feedback

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

Math Performance Scale Results, Assessments


Person Responsible

Schedule

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets,
iObservation Data Points

G1.B2.S3 Communicate and Use Learning Goals and Math Performance Scales/Rubrics throughout math lessons for goal-setting and corrective feedback 4

 S099497

Strategy Rationale

Setting goals and referring back to the goals help our students understand what they are learning and helps hold them accountable to their own learning.

Action Step 1 5

Essential Question posted and reviewed throughout lesson, Math Performance Scales/Rubrics posted for goal-setting, continual feedback, and celebration purposes

Person Responsible

Audie Confesor

Schedule

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

Evidence of Completion

Classroom Walkthrough Feedback, Environmental Artifacts, Student Work Samples

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

Essential Questions posted and reviewed throughout lesson, Math Performance Scales/Rubrics posted, along with individual progress charts

Person Responsible

Schedule

Evidence of Completion

Environmental Artifacts, Student Work Samples and Progress Charts, Classroom Walkthrough Data

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

Math Performance Scale Results, Progress Monitoring Assessments

Person Responsible

Schedule

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback Pinnacle Grade Sheets, iObservation Data Points, Student Progress Charts

G1.B2.S4 Utilize a Gradual Release Model throughout daily math lessons to build confidence and independence **4**

 S099498

Strategy Rationale

Students need lessons modeled, an opportunity to do a problem together as a group, and to check for understanding, an opportunity to try a problem on their own.

Action Step 1 **5**

Chunk instruction into digestible "I do, we do, you do" steps for practicing and processing, Math Think Alouds,
Teacher Modeling

Person Responsible

Marisa Diaz

Schedule

On 6/12/2015

Evidence of Completion

Lesson Plans, Student Work Samples

Plan to Monitor Fidelity of Implementation of G1.B2.S4 **6**

Gradual Release components

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Lesson Pacing, Student Work Samples

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Math Performance Scale Results, Progress Monitoring Assessments

Person Responsible

Schedule

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback, Pinnacle Grade Sheets, iObservation Data Points, Progress Monitoring Plans, IEP Progress Reports

G1.B3 Insufficient teacher utilization of research-based math instructional practices 2

 B088867

G1.B3.S1 Develop Academic Math Vocabulary skills 4

 S099499

Strategy Rationale

With the new assessment on the horizon, vocabulary is a key to student understanding math computation.

Action Step 1 5

Math Vocabulary Lists & Graphic Organizers, Math Talk Structures; Written Response; Vocabulary Visuals with Models

Person Responsible

Marisa Diaz

Schedule

Daily, from 8/18/2014 to 6/11/2015

Evidence of Completion

Student Work Samples, Lesson Plans

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

Math Vocabulary Lists and Graphic Organizers

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Walkthrough Feedback

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

Progress-Monitoring Assessments

Person Responsible

Schedule

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets,
iObservation Data Points

G1.B3.S2 Utilize Differentiated Instruction and Assignments 4

 S099500

Strategy Rationale

Individualization to cater to the needs of each individual student will help meet what each student needs to master.

Action Step 1 5

Math Performance Scales and matching Differentiated Tasks & Materials, Small Group Instruction, Computer Programs, 2nd-5th Math Computer Lab Schedule

Person Responsible

Schedule

Evidence of Completion

Student Work Samples, Lesson Plans, Schedules

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

Differentiated Tasks and Materials

Person Responsible

Schedule

Evidence of Completion

Student Work Samples, Classroom Walkthrough Feedback, Coaching Planning Sessions

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

Math Performance Scale Results, Progress Monitoring Assessments


Person Responsible

Schedule

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback, Pinnacle Grade Sheets, iObservation Data Points, Progress Monitoring Plans, IEP Progress Reports

G1.B3.S3 Understand and Implement the 8 Common Core Math Practices 4

 S099501

Strategy Rationale

Standards are changing, the way we educate needs to change. This will help with student achievement.

Action Step 1 5

8 Common Core Math Practices (reasoning, stamina, patterns, argument, model, tools, precision, structure), Math Solutions Consultant Support, Math PLC 1x monthly, Math Coaching Model, 3rd-5th Math Lesson Study Team

Person Responsible

Schedule

Evidence of Completion

Environmental Artifacts, Lesson Plans, Student Work Samples, Professional Development Plan & Participation Math Coach Schedule, Math PLC Minutes, Math Lesson Study Minutes

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

8 Common Core Math Practices

Person Responsible

Schedule

Evidence of Completion

Lesson Plan, Classroom Walkthrough Feedback, Coaching Planning and Feedback Sessions, Lesson Study Model and Planning Session Minutes

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

Math Scales Performance Levels, Progress-Monitoring Assessments

Person Responsible

Schedule

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback Pinnacle Grade Sheets, iObservation Data Points, Lesson Study Reflection Sessions

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	Mixed Cumulative Review, Fluency Builder Tasks, Problem of the Day, Go Math & CIM Spiral Review, Re-Teaching Sheets		Lesson Plans, Student Work Samples	one-time	
G1.B1.S2.A1	Basic Math Facts Drills, Incentive Program, Individual Progress Monitoring Charts	Confesor, Audie	8/18/2014	Progress Monitoring Charts, Grade Level Team Meeting Minutes, Communication Letters to Parents	6/11/2015 monthly
G1.B1.S3.A1	Differentiated Assignment per Math Performance Scale Level	Fenn, Lana	8/18/2014	Lesson Plans, Pinnacle Grade Sheet, Student Work Samples	6/12/2015 weekly
G1.B1.S4.A1	Small Group Differentiated Instruction, Go Math Intensive Intervention Tasks, Re-Teaching Sheets & Manipulatives	Fenn, Lana	10/21/2014	Lesson Plans, Schedules, Student Work Samples, Progress Monitoring Plans, Pinnacle Grade Sheets	3/31/2015 weekly
G1.B2.S1.A1	Rigor and Relationships	Confesor, Audie	8/18/2014	Lesson Plans	6/5/2015 weekly
G1.B2.S2.A1	Math Question Stems & Posters, Standards-Based Questions & Tasks,	Diaz, Marisa	Lesson Plans	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Error Analysis Items, Work Backwards Tasks, Released FCAT & PARCC Test Items				
G1.B2.S3.A1	Essential Question posted and reviewed throughout lesson, Math Performance Scales/Rubrics posted for goal-setting, continual feedback, and celebration purposes	Confesor, Audie	10/1/2014	Classroom Walkthrough Feedback, Environmental Artifacts, Student Work Samples	6/12/2015 daily
G1.B2.S4.A1	Chunk instruction into digestible "I do, we do, you do" steps for practicing and processing, Math Think Alouds, Teacher Modeling	Diaz, Marisa	8/18/2014	Lesson Plans, Student Work Samples	6/12/2015 one-time
G1.B3.S1.A1	Math Vocabulary Lists & Graphic Organizers, Math Talk Structures; Written Response; Vocabulary Visuals with Models	Diaz, Marisa	8/18/2014	Student Work Samples, Lesson Plans	6/11/2015 daily
G1.B3.S2.A1	Math Performance Scales and matching Differentiated Tasks & Materials, Small Group Instruction, Computer Programs, 2nd-5th Math Computer Lab Schedule		Student Work Samples, Lesson Plans, Schedules	once	
G1.B3.S3.A1	8 Common Core Math Practices (reasoning, stamina, patterns, argument, model, tools, precision, structure), Math Solutions Consultant Support, Math PLC 1x monthly, Math Coaching Model, 3rd-5th Math Lesson Study Team		Environmental Artifacts, Lesson Plans, Student Work Samples, Professional Development Plan & Participation Math Coach Schedule, Math PLC Minutes, Math Lesson Study Minutes	once	
G1.B1.S2.A2	Progress monitoring	Diaz, Marisa	11/3/2014		3/31/2015 weekly
G1.MA1	Math Performance Scale Results, Progress Monitoring Assessments	Confesor, Audie	8/18/2014	Assessment Results, Growth Reports,	6/5/2015 weekly
G1.B1.S1.MA1	Math Performance Scale Results, Progress-Monitoring Assessments		Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets, Classroom Walkthrough Feedback, iObservation Data Points	once	
G1.B1.S1.MA1	Cumulative Review Tasks		Lesson Plans, Student Work Samples, Pinnacle Grade Sheets	once	
G1.B2.S1.MA1	Math Performance Scale Results, Progress-Monitoring Assessments		Grade Level, Class, and Individual Assessment Results,	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Pinnacle Grade Sheets, iObservation Data Points, Attendance Data, PBS Discipline Data		
G1.B2.S1.MA1	Kagan Cooperative Learning Strategies		Lesson Plans, Classroom Walkthrough Feedback	once	
G1.B3.S1.MA1	Progress-Monitoring Assessments		Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets, iObservation Data Points	once	
G1.B3.S1.MA1	Math Vocabulary Lists and Graphic Organizers		Lesson Plans, Student Work Samples, Classroom Walkthrough Feedback	once	
G1.B1.S2.MA1	Progress Monitoring Assessments, Incentive Rewards and Celebrations		Assessment Results, Pinnacle Grade Sheets, Progress Monitoring Plans, IEP Progress Reports	once	
G1.B1.S2.MA1	Progress Monitoring Assessments		Assessment Results, Computer Program Reports, Student Progress Charts, Incentive Rewards	once	
G1.B2.S2.MA1	Math Performance Scale Results, Assessments		Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets, iObservation Data Points	once	
G1.B2.S2.MA1	Question Types & Frequencies		Lesson Plans, Classroom Walkthrough Feedback	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.MA1	Math Performance Scale Results, Progress Monitoring Assessments		Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback, Pinnacle Grade Sheets, iObservation Data Points, Progress Monitoring Plans, IEP Progress Reports	once	
G1.B3.S2.MA1	Differentiated Tasks and Materials		Student Work Samples, Classroom Walkthrough Feedback, Coaching Planning Sessions	once	
G1.B1.S3.MA1	Math Performance Scale Results, Progress Monitoring Assessments		Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets, iObservation Data Points	once	
G1.B1.S3.MA1	Go Math Assignments, Mixed Review Assignments, Basic Math Facts Assignments		Lesson Plans, Pinnacle Grade Sheets, Student Work Samples	once	
G1.B2.S3.MA1	Math Performance Scale Results, Progress Monitoring Assessments		Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback Pinnacle Grade Sheets, iObservation Data Points, Student Progress Charts	once	
G1.B2.S3.MA1	Essential Questions posted and reviewed throughout lesson, Math Performance Scales/Rubrics posted, along with individual progress charts		Environmental Artifacts, Student Work Samples and Progress Charts, Classroom	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Walkthrough Data		
G1.B3.S3.MA1	Math Scales Performance Levels, Progress-Monitoring Assessments		Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback Pinnacle Grade Sheets, iObservation Data Points, Lesson Study Reflection Sessions	once	
G1.B3.S3.MA1	8 Common Core Math Practices		Lesson Plan, Classroom Walkthrough Feedback, Coaching Planning and Feedback Sessions, Lesson Study Model and Planning Session Minutes	once	
G1.B1.S4.MA1	Math Performance Scale Levels, Progress Monitoring Assessments, Student Work Samples, Computer Program Reports		Progress Monitoring Plans, IEP Progress Reports, Pinnacle Grades, Assessment Results, iObservation Data Points, # Student Retention Cases, # MTSS Tier 2 and/or 3 Cases	once	
G1.B1.S4.MA1	Differentiated Instructional Strategies and Materials		Student Work Samples, Schedules, Classroom Walkthroughs	once	
G1.B2.S4.MA1	Math Performance Scale Results, Progress Monitoring Assessments		Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback, Pinnacle Grade Sheets, iObservation	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Data Points, Progress Monitoring Plans, IEP Progress Reports		
G1.B2.S4.MA1	Gradual Release components		Lesson Plans, Lesson Pacing, Student Work Samples	once	

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.

G1. Highly-engaging, standards-based instruction will occur in all classrooms and learning with proficiency will be achieved by all students.

G1.B2 Insufficient student engagement strategies

G1.B2.S1 Utilize Kagan Cooperative Learning Strategies throughout daily math lessons

PD Opportunity 1

Rigor and Relationships

Facilitator

Leadership Team and Mentoring Team Mates

Participants

Teachers and Paraprofessionals

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G1.B2.S2 Develop Higher-Order Thinking Skills through Standards-Based Questions and probing techniques

PD Opportunity 1

Math Question Stems & Posters, Standards-Based Questions & Tasks, Error Analysis Items, Work Backwards Tasks, Released FCAT & PARCC Test Items

Facilitator

Math Coach and Administration

Participants

Teachers and Paraprofessionals

Schedule

G1.B2.S3 Communicate and Use Learning Goals and Math Performance Scales/Rubrics throughout math lessons for goal-setting and corrective feedback

PD Opportunity 1

Essential Question posted and reviewed throughout lesson, Math Performance Scales/Rubrics posted for goal-setting, continual feedback, and celebration purposes

Facilitator

Math Coach, District Math Resource Teachers, Administration

Participants

Teachers and Paraprofessionals

Schedule

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

G1.B3 Insufficient teacher utilization of research-based math instructional practices

G1.B3.S3 Understand and Implement the 8 Common Core Math Practices

PD Opportunity 1

8 Common Core Math Practices (reasoning, stamina, patterns, argument, model, tools, precision, structure), Math Solutions Consultant Support, Math PLC 1x monthly, Math Coaching Model, 3rd-5th Math Lesson Study Team

Facilitator

Math Curriculum Chairs, Math Coach, Math Solutions Consultants, Math Lesson Study Team

Participants

Teachers and Paraprofessionals

Schedule

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