

Wendell Watson Elementary School



2014-15 School Improvement Plan

Wendell Watson Elementary School

6800 WALT WILLIAMS RD, Lakeland, FL 33809

<http://schools.polk-fl.net/wwe>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

39%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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

Wendell Watson Elementary school in partnership with family and community will provide rigorous instruction for ALL students as we prepare them for a successful future.

Provide the school's vision statement

In accomplishing our Mission, we envision that students in the Polk County Public Schools will effectively...

AIM

(Academics Instruction Management)

ACADEMICS

Goal 1: Improve student achievement and increase the graduation rate.

Goal 2: Strengthen instruction and curriculum to meet the educational needs of each student.

Goal 3: Enhance parent and community involvement and communication.

INSTRUCTION

Goal 1: Recruit and retain highly qualified personnel who reflect the changing demographics of our diverse communities.

MANAGEMENT

Goal 1: Ensure students realize their highest potential through the use of all available resource

Goal 2: Establish learning environments that ensure academic and personal success of each student.

School Environment

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

Students' cultures are shared and celebrated within the instructional context of the day. Our school wide Positive Behavior Support focuses on building relationships with students. A school wide mentoring program is in place so that identified students have the classroom teacher and a additional staff member as a support system promoting academic and personal successes.

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

At Wendell Watson Elementary, a school wide Positive Behavior Support plan is implemented. Students are taught at the beginning of the school year 5 school-wide expectations. Positive Attitude, Respectful Behavior, Independent Thinker, Dedication to Safety, and Engaged in Learning: PRIDE. School wide expectations are visible and posted throughout the campus. PRIDE expectations are modeled and reviewed utilizing our daily news show. Teachers assist with teaching the expectations throughout the school year.

Adult supervision of students is in place securing a safe environment both before, during and after school. Students are encouraged to report any behaviors that are not in line with our school wide expectations. District expectations of student access during the school day are in place including arrival, access during the school day and dismissal.

Both administration and the school counselor are involved in working with students to ensure behaviors are a mirror of our school wide expectations. Safety of students before, during and after school is a top priority.

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

At Wendell Watson Elementary, a school-wide Positive Behavior Support plan is implemented. Students are taught 5 school-wide expectations: Positive Attitude, Respectful Behavior, Independent Thinker, Dedication to Safety Engage in Learning: PRIDE. These expectations are enforced throughout the school day and students are acknowledged for meeting these expectations by earning a Wing-Bling. School-wide monthly rewards are planned to acknowledge students who meet the goal. Teachers are expected to follow a flow-chart of identified behavioral consequences. There is also a defined list of teacher managed vs. office managed behaviors. The school-wide PBS team meets monthly to review data, discuss implementation and any changes that need to be made to the system.

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

Nurturing students' social-emotional needs is a top priority for the staff at Wendell Watson Elementary. Students are held to the high expectations of our school-wide behavior system which encourages them to demonstrate PRIDE not only in their academic achievements, but in their social experiences with others. Adult mentors are provided to selected students who need an another adult in their life.

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

At Wendell Watson Elementary several indicators are used for an Early Warning System: Attendance below 90% when compared to days enrolled, one or more suspensions, a level 1 score in Reading and/or Math on a statewide assessment and previous retention.

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 | 0 | 23 | 13 | 16 | 9 | 15 | 76 |
| One or more suspensions | 0 | 2 | 2 | 1 | 2 | 4 | 11 |
| Course failure in ELA or Math | 0 | 0 | 3 | 3 | 2 | 2 | 10 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 7 | 4 | 22 | 33 |
| Previously Retained | 8 | 15 | 7 | 22 | 19 | 21 | 92 |

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

| Indicator | Grade Level | | | Total |
|--|-------------|---|---|-------|
| | 1 | 4 | 5 | |
| Students exhibiting two or more indicators | 1 | 3 | 2 | 6 |

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

Student identified as needing additional academic supports are provided intervention through differentiated instruction; as well as, Tier 2 and Tier 3 supports. Progress is frequently monitored, reviewed and adjustments made to intervention supports as needed.

Weekly meetings are held to discuss students in need of additional behavioral supports. Student needs are matched to interventions such as mentoring and check-in/check-out. Progress is monitored and intervention support is adjusted as needed.

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

At Wendell Watson Elementary several activities, committees and opportunities present themselves for parent involvement. These include SAC, PTA and volunteering. Throughout the school year, family involvement activities are planned that include movie nights, show choir nights, art and music showcase, etc. In the fall, Open house occurs. This school year we will have coffee with the principal throughout the year. Grade levels also plan parent nights and teach/review content, standards and expectations.

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

Our school PTA actively recruits and maintains positive relationships with community stakeholders. Spirit nights are held at local community businesses. Thank you letters are sent when contributions are made.

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 |
|--------------------|---------------------|
| Riley, Katherine | Principal |
| Poe-Liburud, Tanya | Assistant Principal |
| Vance, Amy | Psychologist |
| Coates, Karen | Teacher, K-12 |
| Everage, Robin | Teacher, K-12 |
| Galipeau, Lynette | Teacher, K-12 |
| Hanneken, Rissa | Teacher, K-12 |
| Young, Rhonda | Teacher, K-12 |
| Jones, Deann | 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 role of the school leadership team is to review all school data including state assessment scores, attendance, behavior and progress monitoring data (FAIR, district assessments). The team plays an active role in discussing our school wide implementation of standards based instruction, high yield strategies and the differentiation of instruction K-5.

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

School Leadership aligns all available resources so that all students are successful. Model classrooms are identified, PLC meetings support the needs provided by data and classroom observations. School budget funds are set aside to support professional learning through collaboration with General Education and ESE teachers. Teacher collaboration is set on a weekly basis within teams and with administration. Kathy Riley and Tanya Poe-Liburud coordinate all Professional Learning Community Meetings, and arrange all school leadership team meetings. Tier 2 meetings are supported by Amy Vance, School Psychologist. Teams meet to discuss on-going progress monitoring data and effective strategies.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Shawn Livingston | Parent |
| Jennifer Rouse | Education Support Employee |
| Tanya Poe-Liburd | Principal |
| Elaine Moore | Parent |
| Mariza Abdalla | Teacher |
| Rhonda Young | Teacher |
| Laura Starnar | Business/Community |
| Amy Weaner | Business/Community |
| Danielle Mercer | Parent |
| Randy Smith | Parent |
| Jackie Graves | Parent |
| Kristin Walker | Parent |
| Carla Perry | Parent |
| Javier Figueora | Parent |
| Naromi Laumond | Parent |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's school improvement plan was reviewed and adjusted according to the FCAT test results. While strategies from the school improvement plan were reviewed by all stakeholders continually throughout the 2013-2014 school year, assessment data did show increase in student achievement.

Development of this school improvement plan

The collaborative effort in the development of this school improvement plan included analyzing all state assesment data, collaboration from district personnel, school personnel and School Advisory Council membership.

Preparation of the school's annual budget and plan

With district guidelines, our school's budget plan was developed to included opportunities for professional development and data assessment needs.

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

Lottery funds (\$5,000.00) were voted as to be utilized for student tutoring.

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 |
|-------------------|---------------------|
| Riley, Katherine | Principal |
| Everage, Robin | Teacher, K-12 |
| Hanneken, Rissa | Teacher, K-12 |
| Rodriguez, Connie | Instructional Media |
| Poe-Liburd, Tanya | Assistant Principal |

Duties

Describe how the LLT promotes literacy within the school

We use our school daily news show to promote our Accelerated Reading Program, we provide tickets to students "Caught Reading" outside of the classroom setting, we implement Book Clubs, While visiting the Media Center, Our specialist discusses series, authors and types of texts. We promote Literacy through our classroom and school newsletters, family events such as Orientation, Family Nights and grade level curriculum nights.

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

All grade levels plan collaboratively with their respective grade level teams. In addition, vertical teaming occurs with a content area focus. Our school works with the district reading, math and science coaches to assist with planning and effective instructional delivery. Also, early release days are used for collaborative planning.

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

Administration follows district hiring procedures within the RHS system. School based professional development opportunities occur throughout the school year. Ongoing feedback is used to assist new staff with effective implementation of standards and high yield strategies.

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

Model classrooms are identified at Wendell Watson Elementary. New teachers are paired with an experienced highly effective teacher. Teachers plan and collaborate focusing on the school's instructional focus and areas of growth as identified by administration.

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

Teachers follow the LAFS and MAFS provided by the state. Administrative walkthroughs and observations are used to ensure standards based instruction is occurring. Lesson plans are reviewed to ensure standards are embedded in all content areas.

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

School data is reviewed to determine the lowest and highest performing students. This information allows teachers to create targeted groups based upon instructional needs. Assessments and progress monitoring data are analyzed to determine any necessary differentiation. A Multi Tiered System of Support is utilized to ensure student success at all levels. Specific Tier 2 progress monitoring data is analyzed with grade levels to determine outliers and additional supports needed.

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: 900

After school tutoring will be provided for targeted students who are identified as being in the school's bottom 25% quartile.

Strategy Rationale

After school program will provide additional time for students to effectively work through core one instruction with added supports.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Riley, Katherine, katherine.riley@polk-fl.net

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

On-going progress monitoring results, weekly/ module assessments will be analyzed for areas of growth. Instruction will be tailored to meet the need of students in program. Florida Standards Assessment results will be analyzed when received by state.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The ESE Pre-K teacher works with Kindergarten to provide a transition for students prior to the start of their Kindergarten school year. Most Pre-K students transition into an inclusion classroom and varied levels of support are provided. The middle schools representatives provide 5th grade students an overview of class scheduling and learning opportunities. This transition activity happens in the

spring of each school year. 5th graders can visit the middle school or that information is provided to them at Wendell Watson Elementary. Middle school elective class groups such as band, chorus, etc. give a performance to 5th graders and provide information for students interested in those programs.

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

NA

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

NA

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

NA

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

NA

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 engage students in rigorous tasks aligned with the full intent of the standard in all content areas.

Strategic Goals Detail

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

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas. 1a

G037337

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students | 75.0 |
| AMO Reading - All Students | 74.0 |
| FCAT 2.0 Science Proficiency | 61.0 |

Resources Available to Support the Goal 2

- LAFS & MAFS
- Reading Wonders
- CPALMS
- Regional Coaches
- Grade Level Planning
- On-Going Assessment
- Observations & Feedback

Targeted Barriers to Achieving the Goal 3

- Lack of Rigor within Core Instruction

Plan to Monitor Progress Toward G1. 8

FAIR

Person Responsible

Katherine Riley

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

FAIR reports indicating PLS of .70 or higher

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

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 engage students in rigorous tasks aligned with the full intent of the standard in all content areas. **1**

 G037337

G1.B4 Lack of Rigor within Core Instruction **2**

 B096574

G1.B4.S1 Develop core instruction that is rigorous meeting the full intent of the standard. **4**

 S107797

Strategy Rationale

Increase student achievement for all students

Action Step 1 **5**

Professional Development to increase the rigor with full intent of the standard

Person Responsible

Katherine Riley

Schedule

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

Evidence of Completion

Classroom walk throughs with feedback, student work samples, collaborative planning

Action Step 2 5

Walk Through/Observations with Feedback

Person Responsible

Tanya Poe-Liburd

Schedule

Weekly, from 8/25/2014 to 5/4/2015

Evidence of Completion

Journey/ Conferences with teachers including feedback

Action Step 3 5

Peer to Peer Observations Horizontal & Vertical

Person Responsible

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Follow up action form

Action Step 4 5

Professional Learning Communities

Person Responsible

Tanya Poe-Liburd

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

student samples, data, agenda, teacher conversation

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

Common Planning, Lesson Plan Review, Walk Throughs/Observations, Teacher Reflection with Administration

Person Responsible

Tanya Poe-Liburd

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Lesson plans, reflection notes, student data/work samples, agenda notes, journey documentation

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

Ongoing Progress monitoring data will show increase in student learning with each assessment

Person Responsible

Amy Vance

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

student data

Appendix 1: Implementation Timeline

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

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|---|-------------------|-------------------------------|---|---------------------|
| G1.B4.S1.A1 | Professional Development to increase the rigor with full intent of the standard | Riley, Katherine | 9/2/2014 | Classroom walk throughs with feedback, student work samples, collaborative planning | 5/29/2015 monthly |
| G1.B4.S1.A2 | Walk Through/Observations with Feedback | Poe-Liburd, Tanya | 8/25/2014 | Journey/ Conferences with teachers including feedback | 5/4/2015 weekly |
| G1.B4.S1.A3 | Peer to Peer Observations Horizontal & Vertical | | 9/29/2014 | Follow up action form | 6/4/2015 monthly |
| G1.B4.S1.A4 | Professional Learning Communities | Poe-Liburd, Tanya | 8/25/2014 | student samples, data, agenda, teacher conversation | 6/4/2015 weekly |
| G1.MA1 | FAIR | Riley, Katherine | 8/25/2014 | FAIR reports indicating PLS of .70 or higher | 5/29/2015 quarterly |
| G1.MA2 | [no content entered] | | | once | |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|--------------------|-------------------------------|--|--------------------|
| G1.B4.S1.MA1 | Ongoing Progress monitoring data will show increase in student learning with each assessment | Vance, Amy | 8/25/2014 | student data | 6/4/2015 monthly |
| G1.B4.S1.MA1 | Common Planning, Lesson Plan Review, Walk Throughs/Observations, Teacher Reflection with Administration | Poe-Liburud, Tanya | 8/25/2014 | Lesson plans, reflection notes, student data/work samples, agenda notes, journey documentation | 6/4/2015 weekly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas.

G1.B4 Lack of Rigor within Core Instruction

G1.B4.S1 Develop core instruction that is rigorous meeting the full intent of the standard.

PD Opportunity 1

Professional Development to increase the rigor with full intent of the standard

Facilitator

Administration, District Coaches

Participants

all instructional staff

Schedule

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

PD Opportunity 2

Walk Through/Observations with Feedback

Facilitator

administration

Participants

all instructional staff

Schedule

Weekly, from 8/25/2014 to 5/4/2015

PD Opportunity 3

Peer to Peer Observations Horizontal & Vertical

Facilitator

administration

Participants

targeted instructional staff

Schedule

Monthly, from 9/29/2014 to 6/4/2015

PD Opportunity 4

Professional Learning Communities

Facilitator

administration

Participants

all instructional staff

Schedule

Weekly, from 8/25/2014 to 6/4/2015

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 |