

# Washington Shores Elementary



2014-15 School Improvement Plan

## Washington Shores Elementary

944 W LAKE MANN DR, Orlando, FL 32805

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
89%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
99%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	D	D

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	3	<a href="#">Ella Thompson</a>
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

Teachers facilitate weekly class meetings to discuss current issues which relate to the students in the classroom. During this time, topics of discussion will often include students' cultures to honor and celebrate differences between students.

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

Teachers facilitate class meetings on a weekly basis. During this time, classes discuss common issues students in the class are facing. Before and after school, adults are on "duty" to ensure students are physically safe on the school campus. Teachers walk students to class each morning from a designated area. Teachers also walk students to a designated area after school to ensure they leave the school safely.

##### 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

Washington Shores Elementary uses the CHAMPS behavior model for Tier I school-wide discipline. We use the CHAMPS acronym to define detailed behavioral expectations for each instructional approach that we use. The CHAMPS acronym stands for:

Conversation: Can students converse during this activity? About what? With whom? For how long?

Help: How do students get your attention for help? How do students get questions answered? What should they do while they wait for you?

Activity: What is the expected end product of this activity? What is the task or objective?

Movement: For what reasons can students get out of their seats during this activity? Do they need permission to do so?

Participation: What behavior shows that students are participating or not participating?

Success: When CHAMPS expectations are met, students will be successful.

CHAMPS is used in all classrooms as well as in common areas around the school to set expectations for behavior such as: cafeteria, computer labs and hallways.

Initial training for CHAMPS was conducted during the first week of school and followed up with specific feedback and support to individual teachers. Communication goes home on a daily basis to parents to communicate how well students are following the behavior expectations. We discuss discipline data with teachers on a monthly basis during our data meetings. We also use problem solving techniques during these meetings to reduce the amount of behavior incidents.



**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**

The school employs both a guidance counselor and social worker who work directly with teachers and students. Teachers were trained on class meetings during pre-planning by the guidance counselor. Teachers facilitate class meetings on a weekly basis. Both the guidance counselor and the school social worker provide students with direct one on one support on an as needed basis.

**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**

Data meetings for the leadership team occur on Wednesday afternoons. The leadership team then communicates this data with teachers each Thursday. Some of this data includes: academics, attendance, and discipline. Academic data is monitored by the Principal, Assistant Principal, CRT and MTSS Coach. Tier I and Tier 2 data is reviewed and strategies for improvement are discussed. Attendance data is monitored by the Registrar and Guidance Counselor. Child Study Meetings occur bi-weekly to inform parents of their child's attendance as well as provide interventions and support. Discipline data is monitored by the Assistant Principal and Dean. Tier I and Tier II data is reviewed and strategies for improvement are discussed.

**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	12	13	13	8	4	9	59
One or more suspensions	3	3	6	10	4	12	38
Course failure in ELA or Math	0	0	6	15	12	42	75
Level 1 on statewide assessment	0	0	0	44	17	38	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	1	4	20	11	30	66

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

Students scoring a level one and students with course failures in ELA and Mathematics will receive additional intervention through the Reading Intervention Centers Enrichment (R-ICE) or Mathematics Intervention Centers Enrichment (M-ICE) blocks where they will undergo instruction for Tier II. These students will receive intense instruction using Voyager Passport, Reading Plus and/or Lexia to meet specific student needs. Students with one or more suspensions may be put on a behavior contract and have specific and individualized meetings with the dean to track their progress.

**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/55319>.

**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**

Our Partners in Education program, lead by Madison Brown, is vital in helping the community and the school system work and grow together.

Washington Shores Elementary is excited to be partnering with numerous community members this school year. It is customary that community organizations are solicited by members of the Partners in Education committee and asked to join in a partnership with Washington Shores Elementary. Partners are asked to donate materials, volunteer time, and/or resources that will help promote student achievement. Partners may also request to collaborate with Washington Shores by completing the partnership agreement required by Orange County Public Schools, which formalizes the partnership. Once the partnership is formalized, partners are required to participate in at least three activities during the academic school year. These could include our annual Teach-In, Curriculum Night, or volunteering in classrooms to work with students.

Our students not only benefit from receiving materials and resources that are necessary for academic success, but are also granted the amazing opportunity to work with individuals and businesses that will help to mold and prepare them students for the diverse work force.

**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
Jones, Rahim	Principal
Sohigian, Edie	Assistant Principal
Hendricks, Matthew	Instructional Coach
Brown, Madison	Instructional Coach
Saulsby, Maria	Guidance Counselor
Williams, Shacaree	Dean
Rosa, Miguelina	Instructional Coach
Calvin, Keenya	Instructional Coach

## Duties

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

Principal: Provides vision, ensures high academic achievement for all students, supervises curriculum and instruction, coordinates School Site Strategic Planning and School Improvement Plan, operation and management of all activities and functions, school and community relations, staff evaluations, program planning and evaluation, school budget and internal account management, enforcement of district policies, observes and assesses assigned personnel, intern placement, Jones High School consortium, student supervision and discipline, and participates in the School Advisory Council and Parent Teacher Organization.

Assistant Principal: Assists with school curriculum planning and implementation of curriculum initiatives in accordance with the School Improvement Plan and teacher needs, student supervision, student discipline, maintains records of all referrals, oversees the implementation and support of school-wide behavior initiatives, observes and assesses assigned personnel, oversees the progress of the lowest twenty-five percent of student, oversees the MTSS process, coordinates coaching support for the leadership team members, coordinates professional development for non-instructional staff, oversees after-school clubs, oversees Summer Reading Camp, coordinates student awards and assemblies, and participates in the School Advisory Council and Parent Teacher Organization.

Curriculum Resource Teacher: Oversees the K-5 curriculum frameworks addressing the Common Core and Next Generation Sunshine State Standards, coordinates curriculum planning and implementation of curriculum initiatives, school professional learning schedule in accordance with the School Improvement Plan and teacher needs, provides support as an instructional coach, serves as Science Coach, conducts inventory and ordering of all curriculum materials, Testing Coordinator, coordinates academic programs, coordinates grade level field trips, coordinates promotion and retention documentation, participates in the School Advisory Council and Parent Teacher Organization, oversees all school on-line activity, and AVID coordinator.

Reading Coach: Supports K-5 curriculum frameworks addressing the Common Core and Next Generation Sunshine State Standards, supports school curriculum planning and implementation of curriculum initiatives, supports for school professional learning schedule in accordance with the School Improvement Plan and teacher needs, provides support as an instructional coach, curriculum materials inventory, Testing Coordinator for Reading, coordinates Reading diagnostic assessment schedule, after-school literacy programs, and participates in the School Advisory Council and Parent Teacher Organization.

Mathematics Coach: Supports K-5 curriculum frameworks addressing the Common Core and Next Generation Sunshine State Standards, supports school curriculum planning and implementation of curriculum initiatives, supports for school professional learning schedule in accordance with the School Improvement Plan and teacher needs, provides support as an instructional coach, curriculum materials inventory, coordinates Mathematics programs and initiatives, serves as the Title I coordinator, and participates in the School Advisory Council and Parent Teacher Organization.

MTSS/Instructional Coach: Supports K-5 curriculum frameworks addressing the Common Core and Next Generation Sunshine State Standards, supports school curriculum planning and implementation of curriculum initiatives, supports for school professional learning schedule in accordance with the School Improvement Plan and teacher needs, provides support as an instructional coach, curriculum materials inventory, coordinates mentor program, coordinates all MTSS meetings and supports staff with Tier II data, assists regular education teachers in developing academic strategies to work with potential ESE students or students with general academic problems, Partners in Education, and participates in the School Advisory Council and Parent Teacher Organization.

Guidance Counselor: Responsible for maintaining all compliance and district required documentation for ESE and LEP students, coordinates all ESE and LEP meetings, oversees Child Study and Truancy meetings with Registrar and Social Worker, assists Registrar with FTE, coordinates referrals and testing schedule for social worker and school psychologist, assists CRT with standardized testing to ensure proper modifications and accommodations for ESE and LEP students, coordinates

Character Education programs, coordinates social skills groups for high needs students, serves as the liaison for the Parent Leadership Council and school administration, and participates in the School Advisory Council and Parent Teacher Organization.

Dean: Supports student supervision and discipline, maintains appropriate records of the status of all referrals, supports with the implementation of school-wide behavior initiatives, school-wide Character Education programs, assists regular education teachers in developing behavior plans and strategies, Parent Involvement Coordinator and oversees the implementation of the Parental Involvement Plan, Homeless Liaison, school communication through newsletters and school marquee, and participates in the School Advisory Council and Parent Teacher Organization.

***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 Mission of Orange County Public Schools states - To lead our students to success with the support and involvement of families and the community. Washington Shores is very fortunate to have the support and involvement of the following:

Title I – This funding has allowed Washington Shores Elementary to:

- \* hire additional staff to reduce class size and strengthen the relationship between the schools and families
  - \* facilitate activities to promote parental involvement
  - \* strengthen teacher training in reading/language arts and mathematics instruction
  - \* strengthen components related to curriculum and instruction such as computer assisted instruction
- Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school.

Title II - Washington Shores Elementary utilizes available Title II funds to obtain substitute teachers, allowing classroom instructors professional development opportunities throughout the school day. This will support grade level collaboration and the implementation of the Common Core State Standards. Additionally, Title II funds are used to secure training materials and resources for professional development towards increasing student achievement.

Title III- Services are provided through the district for educational materials and English Language Learner (ELL) district support services to improve the education of immigrant and ELL. The Guidance Counselor works to ensure that ELL students receive services during daily academic instruction. She also works with district personnel to maintain the school Parent Leadership Council which convenes quarterly.

Title X-District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, school social worker and parent liaison maintain regularly scheduled visits to families to assist in distribution of resources and educational materials.

Supplemental Academic Instruction - Funds are used to provide extended learning opportunities. During the summer, we have Kindergarten through Fourth grade attend a summer enrichment program which reinforces reading & mathematics strategies. All Level 1 and Level 2 students are encouraged to attend.

Counseling Programs -The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling. These events are provided by our School Resource Officer and Super Kids. Our Dean, Bully Prevention program, and our Guidance Counselor provides resources to parents and families in need of support.

Food and Nutrition Services - Washington Shores Elementary offers a breakfast and lunch program with food choices that are in compliance with the USDA Breakfast and Lunch Program. In addition, our school participates in the fruits and vegetables pilot program. Washington Shores Elementary maintains a PE department that includes instruction in athletics and fitness training. Washington

Shores is also compliant with the PE requirement of 150 minutes.

Multi-Tiered Systems of Support (MTSS) - The school-based MTSS Team meets monthly to problem-solve based on progress monitoring data. During the meeting, the team discusses the issues facing students who are not making progress. Team members review data, student-by-student, and discuss services for those in need. Based on discussion and review, instructional focus is adjusted to provide needed professional staff development opportunities that assist teachers with effective delivery of Tiered instruction/interventions with students.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Shacaree Williams	Teacher
Dr. Rahim Jones	Principal

#### Duties

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

*Evaluation of last year's school improvement plan*

The school improvement plan was reviewed at a SAC meeting three times last year. During each SAC meeting, the plan's goals were reviewed and data was shared to show progress toward the goals.

*Development of this school improvement plan*

The involvement of SAC is to assist in the preparation and evaluation of the results of the school improvement plan and to assist the principal with the annual school budget. A survey is sent out each year to parents in order to gather feedback about the school. In addition, the SAC reviews relevant data, identifies problem areas, develops improvement strategies.

*Preparation of the school's annual budget and plan*

The school's annual budget is developed by the Principal, Dr. Rahim Jones, and presented at the first SAC meeting of the year. SAC will review and approve the budget at this time.

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

Washington Shores Elementary's SAC funds were used to support academic student recognition programs.

**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
Calvin, Keenya	Instructional Coach
Jones, Rahim	Principal
Sohigian, Edie	Assistant Principal
Hendricks, Matthew	Instructional Coach

## Duties

### ***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT will include professional development on standards-based instruction, embedding best practices and instructional strategies in the classroom, and provide feedback from classroom walk-throughs and observations. In addition, the LLT will encourage family and community involvement through various school evening events.

## 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**

Teachers meet with school-based coaches and leadership team members 2-3 times a week to design lesson plans aligned to the full intent of the standard and to analyze assessment data in order to determine next steps for remediation and/or enrichment.

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

The strategies we use to recruit and retain highly qualified, certified in-field, effective teachers to our school include the following:

- Orange County Public Schools Recruitment Fair
- Hire highly qualified candidates that demonstrate ability to raise student achievement
- Structured mentoring program including bi-weekly professional development to meet the specific needs of new teachers
- Ongoing professional development on Florida Standards and the Marzano Framework
- Collaborative planning
- Immediate and relevant feedback to teachers on instructional practices through the use of iObservation based on the Marzano Framework
- Teacher appreciation celebrations two weeks each year (December and May)

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

The New Educator Systems of Support (NESS) mentoring program provides support for beginning teachers and those teachers new to Washington Shores Elementary. These individuals are provided with a mentor, bi-weekly meetings with a team of mentors and specific professional development for beginning teachers.

Teachers were paired based on the mentor's level of experience teaching in a specific grade, personality and physical classroom location.

Mentor pairings include:

1. Grade three teacher, Ava Jennings, whose mentor is Madison Brown has experience with third grade instruction.
2. First grade teacher, Gloria Calderon, whose mentor is Megan Ray has vast experience with instruction

in the primary grades.

3. Kindergarten teacher, Prudence Mutuma, whose mentor is Darcy Rodriguez is also on the Kindergarten team.
4. Fifth grade teacher, Christina Thomas, whose mentor is Rachel Vogel is also on the fifth grade team.
5. Fifth grade teacher, Megan Zimmerman, whose mentor is Matthew Hendricks is the CRT and was Megan's teacher during her internship. This mentor ship is an extension of that relationship.
6. Fourth grade teacher, Amanda Kolacia, whose mentor is Christina Hinson-Allen is also on the fifth grade team.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Our Mathematics, Reading and Science curriculum were approved by the State and district as meeting the requirements for alignment to the Florida Standards. All schools in the district will participate in Core Connections training to ensure our teachers receive ongoing training in writing aligned with the Florida Standards.

Instructional coaches provide teachers with facilitated collaborative planning each week for Reading, Mathematics and Science. We use the district Instructional Focus Calendars, Measurement Topic Plans as well as the Scope and Sequence to support lesson planning processes. We deconstruct the Florida Standards using Test Item Specifications.

#### 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***

Teachers attend weekly data meetings with administrators to discuss student academic and discipline data. Teachers differentiate Reading instruction during the 90 minute Reading block (guided Reading differentiated centers), R-ICE (Reading Intervention Centers Enrichment) block, M-ICE (Mathematics Instruction Intervention Enrichment) block, and the additional 60 minutes of Reading instruction. Administrators meet with teachers individually to discuss each student ("kid talks") and students' individual progress and needs. As a result of these meetings data is used to make instructional decisions.

***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: 60**

After school tutoring is provided for students twice each week for 90 minutes.

**Strategy Rationale**

To expand students' learning opportunities through one-on-one homework support and computer-based instruction.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Sohigian, Edie, edie.sohigian@ocps.net

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

1. Student Attendance: data on average daily attendance and enrollment. Students who do not attend three consecutive tutoring sessions are replaced by a student on the waiting list.
2. Computer-based data is collected from Lexia, Reading Plus and iReady. The data and lessons provided by the program (as a result of students' use) are used to group students and provide teacher-led intervention. Data is also reviewed by the leadership team to determine if the program is working to meet students' individual needs. Data points are used by the MTSS team to chart student progress.

**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**

At Washington Shores Elementary, all incoming Pre-K and Kindergarten students are assessed prior to or upon entering in order to determine individual and group needs and assist in the development of robust instruction/intervention programs.

Data is 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. Teachers use the DLM Early Childhood Express curriculum, to provide an easy transition to the Journeys reading series in Kindergarten. Pre-K & Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic. Social skills instruction will occur daily using the Character Education Curriculum.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional/intervention programs.

Students transitioning from fifth grade to sixth grade are provided with information about the programs and electives associated with middle school curriculum. Students are provided with an orientation by the middle school leadership team which will provide the students and their families with the necessary information they will need to have a successful transition.

**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***

Washington Shores Elementary promotes academic and career planning through the use of Destination College; which focuses on the following strategies:

- Increasing familiarity with different careers
- Exploring careers of interest
- Enhancing self-awareness
- Identifying specific values students have that fit with specific careers
- Learning about specific career requirements (such as training or education needed)
- Promoting the importance of staying in school
- Emphasizing the importance of a college education

***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.** Use data, research-based instructional strategies and the Florida Standards to collaboratively plan, deliver and monitor lessons for all Tiers of instruction.
  
- G2.** Use a consistent school-wide behavior management system.

## 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.** Use data, research-based instructional strategies and the Florida Standards to collaboratively plan, deliver and monitor lessons for all Tiers of instruction. 1a

G037571

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
FSA - Mathematics - Proficiency Rate	50.0
FAA Science Proficiency	30.0

**Resources Available to Support the Goal** 2

- Curriculum materials for ELA, Reading, Mathematics and Science
- Technology
- Collaborative Planning scheduled
- Coaches
- District support

**Targeted Barriers to Achieving the Goal** 3

- Limited knowledge and experience with new Florida Standards
- Limited knowledge of how to use data to inform instructional decisions
- Limited knowledge and application of research-based instructional strategies

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

Student academic achievement data; core instruction (common assessments, mini-assessments, district benchmark assessments, FSA), and Tier II instruction (Reading and Mathematics progress monitoring data)

**Person Responsible**

Rahim Jones

**Schedule**

Weekly, from 9/18/2014 to 5/28/2015

**Evidence of Completion**

school, district and state data

**G2. Use a consistent school-wide behavior management system. 1a**

G037569

**Targets Supported 1b**

Indicator	Annual Target
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Discipline incidents

**Resources Available to Support the Goal 2**

- Coaches
- Dean
- District resource personnel
- CHAMPS processes
- Weekly data meetings

**Targeted Barriers to Achieving the Goal 3**

- Knowledge and understanding of how to apply CHAMPS.

**Plan to Monitor Progress Toward G2. 8**

Leadership team will conduct monthly data chats to analyze behavior data and communicate the results to the faculty and staff.

**Person Responsible**

Edie Sohigian

**Schedule**

On 6/8/2015

**Evidence of Completion**

EWS data, iObservation data, behavior 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.** Use data, research-based instructional strategies and the Florida Standards to collaboratively plan, deliver and monitor lessons for all Tiers of instruction. **1**

 G037571

**G1.B1** Limited knowledge and experience with new Florida Standards **2**

 B090337

**G1.B1.S1** Use collaborative planning to support teacher content knowledge and understanding of the Florida Standards. **4**

 S101092

### Strategy Rationale

Teacher collaboration with support from a school-based and/or district coach will enhance teachers' understanding of the Florida Standards.

### Action Step 1 **5**

Provide coaches with training on elements of the coaching cycle and other coaching responsibilities (collaborative planning, content knowledge, assessment, data analysis and problem-solving).

#### Person Responsible

Edie Sohigian

#### Schedule

Biweekly, from 8/15/2014 to 5/29/2015

#### Evidence of Completion

Agendas, coaching calendars, coaching logs

**Action Step 2** 5

Develop and use an agenda to guide planning sessions as well as identify teacher responsibilities before, during and after collaborative planning.

**Person Responsible**

Rahim Jones

**Schedule**

Weekly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**

Common planning agenda, completed collaborative planning forms.

**Action Step 3** 5

Coaches will provide teachers with follow-up support to plan lessons aligned with the Florida Standards.

**Person Responsible**

Keenya Calvin

**Schedule**

Daily, from 9/2/2014 to 6/8/2015

**Evidence of Completion**

Coaching logs, lesson plans

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

An administrator and/or district personnel will attend collaborative planning sessions and data meetings to ensure consistency and fidelity of implementation.

**Person Responsible**

Eddie Sohigian

**Schedule**

Weekly, from 8/25/2014 to 5/26/2015

**Evidence of Completion**

Collaborative planning agendas and sign-in sheets

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

School-based leadership team, in collaboration with district personnel, will conduct classroom observations to determine if core instruction is aligned to the Florida Standards. In addition, teachers are provided with immediate feedback through email and iObservation.

**Person Responsible**

Edie Sohigian

**Schedule**

Daily, from 9/16/2014 to 6/8/2015

**Evidence of Completion**

iObservation data

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

School-based leadership team will conduct weekly leadership meetings to discuss trends among observational data and determine coaching opportunities.

**Person Responsible**

Rahim Jones


**Schedule**

Weekly, from 9/19/2014 to 5/7/2015

**Evidence of Completion**

iObservation data, coaching calendars, coaching logs

**G1.B2** Limited knowledge of how to use data to inform instructional decisions **2**

 B090347

**G1.B2.S1** Analyze student data in all tiers to inform instructional decisions. **4**

 S106501

**Strategy Rationale**

Using data to inform instructional decisions provides evidence of student learning progress.

**Action Step 1** **5**

Leadership team will analyze data to prepare for data meetings with teachers.

**Person Responsible**

Rahim Jones

**Schedule**

Weekly, from 8/28/2014 to 6/8/2015

**Evidence of Completion**

coaching logs, sign-in sheets

**Action Step 2** **5**

Conduct data meetings with teachers to provide professional development an to inform decisions on grouping students for all Tiers of instruction.

**Person Responsible**

Rahim Jones

**Schedule**

Weekly, from 8/29/2014 to 6/8/2015

**Evidence of Completion**

sign-in sheets, progress monitoring charts



**Action Step 3** 5

Coaches will provide individualized support for teachers with data-based decision-making as needed.

**Person Responsible**

Rahim Jones

**Schedule**

Daily, from 9/1/2014 to 6/8/2015

**Evidence of Completion**

coaching logs

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

Administrators will attend weekly data chats with teachers.

**Person Responsible**

Rahim Jones

**Schedule**

Weekly, from 8/29/2014 to 6/8/2015

**Evidence of Completion**

sign-in sheets, progress monitoring data

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

School-based leadership team, in collaboration with district personnel, will conduct classroom observations during all Tiers of instruction to ensure students are grouped based on data and instruction is aligned to the needs of all students. Immediate feedback will be provided to teachers through email or iObservation.

**Person Responsible**

Edie Sohigian

**Schedule**

Daily, from 9/16/2014 to 6/8/2015


**Evidence of Completion**

iObservation data

**G1.B3** Limited knowledge and application of research-based instructional strategies **2**

 B095393

**G1.B3.S1** Provide ongoing professional development on research-based instructional strategies **4**

 S106551

**Strategy Rationale**

Increasing teachers' understanding of research-based instructional strategies will support teachers ability to effectively plan and execute lessons

**Action Step 1** **5**

Leadership team members will provide professional development on Marzano's research-based instructional strategies and the Florida Standards.

**Person Responsible**

Edie Sohigian

**Schedule**

Biweekly, from 8/25/2014 to 4/29/2015

**Evidence of Completion**

Agendas, sign-in sheets, PowerPoints

**Action Step 2** **5**

Leadership team members will establish collaborative planning opportunities for teachers incorporating Marzano's research-based instructional strategies.

**Person Responsible**

Edie Sohigian

**Schedule**

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

**Evidence of Completion**

Agendas, sign-in sheets, lesson plans

**Action Step 3** 5

Coaches will use elements of the coaching cycle to support teachers' use of Marzano's research-based instructional strategies.

**Person Responsible**

Edie Sohigian

**Schedule**

Daily, from 9/2/2014 to 6/8/2015

**Evidence of Completion**

Coaching logs

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

Administrators will review and provide feedback on lesson plans, coaching logs and common planning agendas

**Person Responsible**

Rahim Jones

**Schedule**

Quarterly, from 9/16/2014 to 6/8/2015

**Evidence of Completion**

feedback to teachers on lesson plans, coaching logs, common planning agendas

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

Leadership team members will conduct classroom observations and provide teachers with immediate feedback on research-based instructional strategies using iObservation.

**Person Responsible**

Rahim Jones

**Schedule**

Daily, from 9/16/2014 to 6/8/2015


**Evidence of Completion**

iObservation data


**G2. Use a consistent school-wide behavior management system. 1**

 G037569

**G2.B1 Knowledge and understanding of how to apply CHAMPS. 2**

 B090334

**G2.B1.S1 Use CHAMPS in all classrooms and common areas of the school. 4**

 S106503

**Strategy Rationale**

Use of a school-wide behavior model will ensure common language between all individuals

**Action Step 1 5**

Provide professional development on CHAMPS for all faculty members.

**Person Responsible**

Edie Sohigian

**Schedule**

On 8/26/2014

**Evidence of Completion**

Sign-in sheets, PPT posted to Sharepoint

**Action Step 2 5**

Develop, display and utilize CHAMPS posters in classrooms, cafeteria, hallway and restrooms.

**Person Responsible**

Edie Sohigian

**Schedule**

Daily, from 8/25/2014 to 6/8/2015

**Evidence of Completion**

CHAMPS expectations are hung in all common areas and classrooms.

**Action Step 3** 5

Assistant Principal and/or Dean will provide ongoing coaching support on the use of CHAMPS for teachers.

**Person Responsible**

Edie Sohigian

**Schedule**

Daily, from 9/8/2014 to 6/8/2015

**Evidence of Completion**

Coaching logs

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

An administrator will be present during behavior data meetings.

**Person Responsible**

Edie Sohigian

**Schedule**

Monthly, from 10/1/2014 to 6/8/2015

**Evidence of Completion**

sign-in sheets, agenda

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

Conduct classroom observations and provide teachers with immediate feedback on the use of CHAMPS.

**Person Responsible**

Edie Sohigian

**Schedule**

Daily, from 9/16/2014 to 6/8/2015

**Evidence of Completion**

iObservation data, behavior data

**Appendix 1: Implementation Timeline**

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

**Orange - 5861 - Washington Shores Elementary - 2014-15 SIP**  
*Washington Shores Elementary*

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	Provide coaches with training on elements of the coaching cycle and other coaching responsibilities (collaborative planning, content knowledge, assessment, data analysis and problem-solving).	Sohigian, Edie	8/15/2014	Agendas, coaching calendars, coaching logs	5/29/2015 biweekly
G1.B2.S1.A1	Leadership team will analyze data to prepare for data meetings with teachers.	Jones, Rahim	8/28/2014	coaching logs, sign-in sheets	6/8/2015 weekly
G2.B1.S1.A1	Provide professional development on CHAMPS for all faculty members.	Sohigian, Edie	8/19/2014	Sign-in sheets, PPT posted to Sharepoint	8/26/2014 one-time
G1.B3.S1.A1	Leadership team members will provide professional development on Marzano's research-based instructional strategies and the Florida Standards.	Sohigian, Edie	8/25/2014	Agendas, sign-in sheets, PowerPoints	4/29/2015 biweekly
G1.B1.S1.A2	Develop and use an agenda to guide planning sessions as well as identify teacher responsibilities before, during and after collaborative planning.	Jones, Rahim	8/25/2014	Common planning agenda, completed collaborative planning forms.	6/1/2015 weekly
G1.B2.S1.A2	Conduct data meetings with teachers to provide professional development an to inform decisions on grouping students for all Tiers of instruction.	Jones, Rahim	8/29/2014	sign-in sheets, progress monitoring charts	6/8/2015 weekly
G2.B1.S1.A2	Develop, display and utilize CHAMPS posters in classrooms, cafeteria, hallway and restrooms.	Sohigian, Edie	8/25/2014	CHAMPS expectations are hung in all common areas and classrooms.	6/8/2015 daily
G1.B3.S1.A2	Leadership team members will establish collaborative planning opportunities for teachers incorporating Marzano's research-based instructional strategies.	Sohigian, Edie	8/25/2014	Agendas, sign-in sheets, lesson plans	6/8/2015 weekly
G1.B2.S1.A3	Coaches will provide individualized support for teachers with data-based decision-making as needed.	Jones, Rahim	9/1/2014	coaching logs	6/8/2015 daily
G1.B1.S1.A3	Coaches will provide teachers with follow-up support to plan lessons aligned with the Florida Standards.	Calvin, Keenya	9/2/2014	Coaching logs, lesson plans	6/8/2015 daily
G2.B1.S1.A3	Assistant Principal and/or Dean will provide ongoing coaching support on the use of CHAMPS for teachers.	Sohigian, Edie	9/8/2014	Coaching logs	6/8/2015 daily
G1.B3.S1.A3	Coaches will use elements of the coaching cycle to support teachers' use of Marzano's research-based instructional strategies.	Sohigian, Edie	9/2/2014	Coaching logs	6/8/2015 daily
G1.MA1	Student academic achievement data; core instruction (common assessments, mini-assessments, district benchmark assessments, FSA), and Tier II instruction (Reading and Mathematics progress monitoring data)	Jones, Rahim	9/18/2014	school, district and state data	5/28/2015 weekly
G1.B1.S1.MA1	School-based leadership team, in collaboration with district personnel, will conduct classroom observations to determine if core instruction is aligned to the Florida Standards. In addition, teachers are provided with immediate feedback through email and iObservation.	Sohigian, Edie	9/16/2014	iObservation data	6/8/2015 daily
G1.B1.S1.MA4	School-based leadership team will conduct weekly leadership meetings to discuss trends among observational data and determine coaching opportunities.	Jones, Rahim	9/19/2014	iObservation data, coaching calendars, coaching logs	5/7/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	An administrator and/or district personnel will attend collaborative planning sessions and data meetings to ensure consistency and fidelity of implementation.	Sohigian, Edie	8/25/2014	Collaborative planning agendas and sign-in sheets	5/26/2015 weekly
G1.B2.S1.MA1	School-based leadership team, in collaboration with district personnel, will conduct classroom observations during all Tiers of instruction to ensure students are grouped based on data and instruction is aligned to the needs of all students. Immediate feedback will be provided to teachers through email or iObservation.	Sohigian, Edie	9/16/2014	iObservation data	6/8/2015 daily
G1.B2.S1.MA1	Administrators will attend weekly data chats with teachers.	Jones, Rahim	8/29/2014	sign-in sheets, progress monitoring data	6/8/2015 weekly
G1.B3.S1.MA1	Leadership team members will conduct classroom observations and provide teachers with immediate feedback on research-based instructional strategies using iObservation.	Jones, Rahim	9/16/2014	iObservation data	6/8/2015 daily
G1.B3.S1.MA1	Administrators will review and provide feedback on lesson plans, coaching logs and common planning agendas	Jones, Rahim	9/16/2014	feedback to teachers on lesson plans, coaching logs, common planning agendas	6/8/2015 quarterly
G2.MA1	Leadership team will conduct monthly data chats to analyze behavior data and communicate the results to the faculty and staff.	Sohigian, Edie	10/1/2014	EWS data, iObservation data, behavior data	6/8/2015 one-time
G2.B1.S1.MA1	Conduct classroom observations and provide teachers with immediate feedback on the use of CHAMPS.	Sohigian, Edie	9/16/2014	iObservation data, behavior data	6/8/2015 daily
G2.B1.S1.MA1	An administrator will be present during behavior data meetings.	Sohigian, Edie	10/1/2014	sign-in sheets, agenda	6/8/2015 monthly

## 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.** Use data, research-based instructional strategies and the Florida Standards to collaboratively plan, deliver and monitor lessons for all Tiers of instruction.

**G1.B1** Limited knowledge and experience with new Florida Standards

**G1.B1.S1** Use collaborative planning to support teacher content knowledge and understanding of the Florida Standards.

### PD Opportunity 1

Provide coaches with training on elements of the coaching cycle and other coaching responsibilities (collaborative planning, content knowledge, assessment, data analysis and problem-solving).

#### Facilitator

Assistant Principal (Sohigian)

#### Participants

Coaches

#### Schedule

Biweekly, from 8/15/2014 to 5/29/2015

**G1.B3** Limited knowledge and application of research-based instructional strategies

**G1.B3.S1** Provide ongoing professional development on research-based instructional strategies

### PD Opportunity 1

Leadership team members will provide professional development on Marzano's research-based instructional strategies and the Florida Standards.

#### Facilitator

Assistant Principal (Sohigian), CRT (Hendricks), Reading Coach (Calvin), Mathematics Coach (Rosa)

#### Participants

Faculty

#### Schedule

Biweekly, from 8/25/2014 to 4/29/2015



**G2.** Use a consistent school-wide behavior management system.

**G2.B1** Knowledge and understanding of how to apply CHAMPS.

**G2.B1.S1** Use CHAMPS in all classrooms and common areas of the school.

**PD Opportunity 1**

Provide professional development on CHAMPS for all faculty members.

**Facilitator**

Assistant Principal (Sohigian)

**Participants**

Faculty

**Schedule**

On 8/26/2014

## Technical Assistance Items

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

**G1.** Use data, research-based instructional strategies and the Florida Standards to collaboratively plan, deliver and monitor lessons for all Tiers of instruction.

**G1.B1** Limited knowledge and experience with new Florida Standards

**G1.B1.S1** Use collaborative planning to support teacher content knowledge and understanding of the Florida Standards.

### **PD Opportunity 1**

Develop and use an agenda to guide planning sessions as well as identify teacher responsibilities before, during and after collaborative planning.

#### **Facilitator**

Mathematics Coach (Rosa), Reading Coach (Calvin), CRT (Hendricks), Instructional Coach (Brown)

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 8/25/2014 to 6/1/2015

### **PD Opportunity 2**

Coaches will provide teachers with follow-up support to plan lessons aligned with the Florida Standards.

#### **Facilitator**

Mathematics Coach (Rosa), Reading Coach (Calvin), CRT (Hendricks), Instructional Coach (Brown)

#### **Participants**

Teachers

#### **Schedule**

Daily, from 9/2/2014 to 6/8/2015

**G1.B2** Limited knowledge of how to use data to inform instructional decisions

**G1.B2.S1** Analyze student data in all tiers to inform instructional decisions.

**PD Opportunity 1**

Conduct data meetings with teachers to provide professional development and to inform decisions on grouping students for all Tiers of instruction.

**Facilitator**

Principal (Dr. Rahim Jones)

**Participants**

Teachers

**Schedule**

Weekly, from 8/29/2014 to 6/8/2015

**PD Opportunity 2**

Coaches will provide individualized support for teachers with data-based decision-making as needed.

**Facilitator**

Mathematics Coach (Rosa), Reading Coach (Calvin), CRT (Hendricks), Instructional Coach (Brown)

**Participants**

Teachers

**Schedule**

Daily, from 9/1/2014 to 6/8/2015

**G1.B3** Limited knowledge and application of research-based instructional strategies

**G1.B3.S1** Provide ongoing professional development on research-based instructional strategies

**PD Opportunity 1**

Leadership team members will establish collaborative planning opportunities for teachers incorporating Marzano's research-based instructional strategies.

**Facilitator**

Mathematics Coach (Rosa), Reading Coach (Calvin), CRT (Hendricks), Instructional Coach (Brown)

**Participants**

Teachers

**Schedule**

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

**PD Opportunity 2**

Coaches will use elements of the coaching cycle to support teachers' use of Marzano's research-based instructional strategies.

**Facilitator**

Mathematics Coach (Rosa), Reading Coach (Calvin), CRT (Hendricks), Instructional Coach (Brown)

**Participants**

Teachers

**Schedule**

Daily, from 9/2/2014 to 6/8/2015

**G2.** Use a consistent school-wide behavior management system.

**G2.B1** Knowledge and understanding of how to apply CHAMPS.

**G2.B1.S1** Use CHAMPS in all classrooms and common areas of the school.

**PD Opportunity 1**

Assistant Principal and/or Dean will provide ongoing coaching support on the use of CHAMPS for teachers.

**Facilitator**

CRT (Hendricks), Instructional Coach (Brown), Dean (Williams)

**Participants**

Teachers

**Schedule**

Daily, from 9/8/2014 to 6/8/2015

## Budget Rollup

### Summary

Description	Total
Grand Total	0