

# William S. Talbot Elem School



2014-15 School Improvement Plan

## William S. Talbot Elem School

5701 NW 43RD ST, Gainesville, FL 32653

<http://www.sbac.edu/pages/acps>

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

32%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

46%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

B

B

A

A

### School Board Approval

This plan is pending approval by the Alachua 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To teach children in a way that promotes academic growth and life-long learning within a safe environment, which recognizes the diversity of children's needs and abilities.

##### **Provide the school's vision statement**

W. S. Talbot Elementary School strives for excellence by actively involving all students, parents, staff and the community in a safe, nurturing and respectful environment.

#### School Environment

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

Talbot's teachers and staff build relationships with students and families by making phone calls, home visits and welcoming families into our school. In addition, we have an evening program highlighting our families from other countries as share their culture with information, maps, photos and food.

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

Teachers and staff have assigned posts around our campus where students are safely monitored throughout the day. Patrols, faculty and staff welcome and greet families and students each morning and when leaving in the afternoon.

##### **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**

We believe that students have a right to an education with minimal distractions. A positive behavior system within each classroom is a common thread throughout our school. Classrooms have rules and procedures and/or consequences and rewards posted for students to view. When off-task behavior is noted, teachers provide students with a warning. If the negative behavior continues, a time out may occur followed by a note or call home to the parent. Continuous or for more serious behavior, the BRT is called.

Trainings for improving student behavior or help with behavior management may be provided for teachers. (Drops in the Bucket and 1, 2, 3 Magic and/or Marzano's Classroom Management That Works are options available to teachers).

##### **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**

Talbot ensures the social-emotional needs of students through peer mentors and counseling services. Our school counselor sees students weekly through individual or group sessions. Students who qualify are given food backpacks that are taken home on the weekends and returned. The school counselor is involved in helping homeless families with bus transportation to and from school as well as teaching classroom guidance lessons that cover academic social/emotional career awareness domains. As a school, we try to increase pro social behaviors with bullying prevention and



the "No Name Calling" program. As a faculty, we also promote a time of "Giving" during the fall and winter holidays.

## 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**

N/A

**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	14	8	5	13	4	5	49
One or more suspensions	1	0	2	6	1	1	11
Course failure in ELA or Math	3	4	1	3	1	0	12
Level 1 on statewide assessment	0	0	0	24	16	20	60

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	2	1	7	2	2	16

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

Within the classroom, the teacher will implement Response to Intervention (RTI) strategies, which targets where the student is struggling so the teacher can implement strategies to help show improvement. Teachers can implement the student use of I- Station, Reflex Math, Great Leaps, Ticket to Read and Earobics (as possible interventions). Teachers also provide small group instruction for students who are struggling. Furthermore, an Educational Planning Team (EPT) meeting is scheduled when needed. The EPT will consider and discuss relevant information to decide what further interventions are needed. Student progress is monitored by teachers and by members of our leadership team on an on-going basis.

## 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**

Teachers and administrators communicate with parents on a daily to weekly basis by email, newsletters or in person. We strive to make families feel welcome as soon as they step onto our campus. Parents are informed of their child's progress by interim reports, report cards, and Progress Monitoring Plans (if applicable).

We offer many events that we feel help instill the love of learning. Some of our events include Book Fair, Stories and Cookies Night, International Fair, STEM (Science, Technology, Engineering and Math) Night and the Sunshine State Young Reader Award Program.

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

The school principal spearheads the process of establishing and fostering business and community partnerships. She makes contacts with potential partners via personal phone calls and by visiting their establishments. In addition, she invites members of the community to serve on our School Advisory Council and solicits their help with providing donations of time and money. She also actively seeks opportunities for grants through these businesses and fosters relationships that are on-going. In addition, other support staff members such as Principal Interns and teacher leaders approach potential partners as well. Talbot Elementary has also forged a strong partnership with the Pine Ridge Community Center, a center dedicated to helping some of our students who are most in need of support.

### **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.:

<b>Name</b>	<b>Title</b>
Bedoya Burklew, Lina	Principal
Zinger, Mary	Teacher, K-12
Linn, Valerie	Guidance Counselor
Feagin, Deanna	Teacher, K-12

#### **Duties**

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

Talbot's principal serves as the instructional leader for the school. She oversees all curricular decisions in the school. In this role, she is supported by the Curriculum Resource Teacher/Principal Intern, Behavior Resource Teacher/Principal Intern, and School Counselor. This groups comprises the school leadership team. The school's leadership team meets on a weekly basis. The leadership team discusses the RTI process, student progress and spearheads data chats with teachers. In addition, Talbot has an active school improvement process with committees which meet several times throughout the year to assess progress toward goals and evaluate course of action. These school improvement committee meetings are chaired by teachers who demonstrate highly effective skills in a particular content area and who demonstrate a commitment to advancing the mission of the school.

**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**

As a school, we strive to use data to drive instruction. In an effort to provide support, our leadership team meets on a regular basis (once per week on Mondays) to discuss individual students and their progress. In addition, teachers have an opportunity to review data on an on-going basis to determine the level of support needed for every child. Meetings occur at grade levels and across grade levels to determine how to best meet the needs of our population of students.

Title II-Our district receives funds that enable us to support our educational programs through the purchase of technology. Technology helps increase learner engagement while exposing students to the technology they will need to be successful adults. In addition to technology, district coaches (tech coach and mentor coach) help support the instructional goals of our school.

Title III- Our district provides support through educational materials for our English Language Learners.

In addition, given the number of ELL students we serve, we receive additional support for our students via afterschool tutoring.

Title X- Our district's Homeless Coordinator serves as a liaison to the school as we work together to provide our homeless students with the resources they need.

Supplemental Academic Instruction- It is with this funding that we are able to provide our third graders who need remediation with an extended school year opportunity.

Violence Prevention Programs-Our district has adopted a zero tolerance to bullying initiative. Our school promotes this stance on a daily basis.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Lina Burklew	Principal
Jeannie Fiedler	Education Support Employee
Charlene Collins	Business/Community
Vance Crowder	Business/Community
Rusty Daugherty	Business/Community
Leela Kumaran	Parent
Jennifer Davis	Teacher
Shannon Zvoch	Teacher

#### 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*

A draft of the School Improvement Plan was presented to the SAC members. All members were given an opportunity for input. The plan was endorsed by all members of the SAC.

*Development of this school improvement plan*

The School Advisory Council helps with the creation and evaluation of the School Improvement Plan. In addition, they work closely with the principal to approve the expenditure of lottery funds and ensure they are tied to the School Improvement Plan.

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

The budget and plan are prepared based on looking at numbers from previous year. Any expenditure from the lottery funds were approved by the School Advisory Committee. School advisory chair approved and signed off on the school budget.

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

Any school improvement funds will be used to advance the goals of each curricular area (Reading, Writing, Science, and Math).

Ticket to Read \$3500 ADV

Writing-Lucy Calkins- Units of Study- \$3856.80

Gizmo-LOT- \$1500.00

Accelerated Reader-PTA \$3799.00

Tutoring-Grant and SRP \$7000.00

Document Cameras-FRE-\$2640.00

***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
Bedoya Burklew, Lina	Principal
Zinger, Mary	Teacher, K-12

**Duties**

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

Having adopted a new Reading curriculum in the past year and transitioning to Florida Standards, the committee has discussed professional development needs as well as best utilization of the resources within the curriculum. They also provide the leadership for reading initiatives together with the Principal and Curriculum Resource Teacher/Principal Intern. The committee also plans to focus on strengthening the home/school relationship. We will provide literacy opportunities beyond the school day that foster the parent/child relationship in regards to reading.

**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 weekly to collaborate with their respective teams. This time is set aside as uninterrupted time. Time is utilized to plan, brainstorm ideas, write lesson plans, and review data with the purpose of identifying trends. Every team has also developed a systematic plan for familiarizing themselves with the standards and test specifications for the new FSA. In addition, they are spending time looking at item specifications and refining their plans to best meet the needs of all students.

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

Our district actively pursues qualified teacher applicants via job fairs and the use of our district website. In addition, we work to retain faculty by providing them with a variety of supports. Each beginning teacher is assigned a district mentor coach who works with them on a daily basis. In addition, the principal assigns an informal mentor coach to beginning and new teachers within the school. Our Leadership Team comprised of Principal, BRT/Principal Intern, CRT/Principal Intern, and Guidance Counselor provide daily support as well.

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

Our county provides district mentors to support our beginning teachers on a regular basis. In addition to meeting with beginning teachers, they provide active support in the classroom to provide feedback and model lessons. Our school also provides teachers with the opportunity to observe other teachers who teach the same grade level so they can observe best practices in action. In addition to the support provided by the district, our leadership team including principal, BRT/Principal Intern, CRT/Principal Intern, School Counselor, and Team Leaders work to provide new teachers with the support they need on a regular basis.

## **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***

Over the summer, the principal created a systematic plan for the dissemination of Florida Standards and test specifications to our teachers. During the first several weeks of the new school year, every teacher who teaches K-5 received a notebook with standards and test specifications. The process began with team leaders and from there our Leadership Team has systematically worked with grade level teachers with the team leaders' support. Our Principal and Curriculum Resource Teacher/Principal Intern attend monthly meetings to ensure that our programs, texts and materials are endorsed by our district. Our district has also provided the teachers with pacing calendars. As part of our CREATE Plan, teachers will have an opportunity to work in small groups to unpack the standards. Training will be facilitated by Teacher Leaders and/or a member of our school's leadership team.

#### **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***

As a school, we are committed to using data as a critical piece of planning meaningful instruction. In an effort to provide support, our leadership team meets on a regular basis (once per week) to discuss individual students and their progress. In addition, teachers have an opportunity to review data on an

on-going basis to determine the level of support needed for every child. Meetings occur at grade levels and across grade levels to determine how to best meet the needs of our population of students. Students in our lowest quartile are placed on a progress monitoring plan (PMP). Within this plan, teachers list the areas of struggle and ways that they will work to help students become proficient. Also, a teacher may implement Response to Intervention (RTi) where she/he can differentiate their instruction by providing rigorous literacy or math stations and guided reading or math groups while focusing on specific needs for students.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 2,400

Given that we are not a Title I school, but have approximately 34% of our students who are on free and reduced lunch, we are committed to providing at least one grade level with additional tutoring with a certified teacher two to three times per week for 20 weeks. While not all students who are served through this program are on free and reduced lunch, we are focusing on students who have multiple risk factors (ie. poor attendance, low grades, behavior). Given limited funds, our focus for after school tutoring is on third grade students.

#### ***Strategy Rationale***

Providing extra time and targeted help for struggling students with core academic instruction will give students more time on task and help close the gap.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

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

Zinger, Mary, zingerm@gm.sbac.edu

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

Discovery Ed. will serve as our baseline data and we will track growth. The test is administered three times per year.

### **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***

In an effort to ensure a smooth transition from preschool to kindergarten, we will continue to provide a Kindergarten Round Up in the spring to disseminate information to parents and allow students to familiarize themselves with our building and setup. In addition, we will once again plan to offer a screening opportunity to aid in the placement of students. Our goal is to achieve balanced classes. We will also continue to offer tours to families who will have children entering our school. For our students moving to middle school, opportunities exist for them to shadow at the middle school level and also attend Open Houses.

#### **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***

N/A

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

N/A

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

N/A

***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***

N/A



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By providing students with opportunities to engage in scientific inquiry, they will exceed grade level expectations.
- G2.** By providing staff development for teachers and opportunities for dialogue, students will make increased gains.
- G3.** Through a focus on learner engagement, students will demonstrate increased student achievement by using a variety of resources to increase expressive oral and written language skills.
- G4.** Through the use of a variety of resources and by establishing common math vocabulary school-wide, students will meet or exceed grade level expectations.

## 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.** By providing students with opportunities to engage in scientific inquiry, they will exceed grade level expectations. 1a

G038559

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

**Resources Available to Support the Goal** 2

- District-wide Cohort Meetings, Technology Resources(Discovery Ed, Study Jams, BrainPop, BBC, GIZMO, Garden, Picture Perfect, Formative Assessment Probes, STEM Club), Media Specialist for Materials, Guest Speakers, National Geographic Text, AIMS/GEMS, Leveled Readers, Kagan/CRISS/Marzano Strategies

**Targeted Barriers to Achieving the Goal** 3

- Lack of science materials and equipment (consumable and non-consumable and funds to replenish). Not enough teacher resources or teacher guides for activities to help build background knowledge.
- Lack of training on using interactive science journals, AIMS/GEMS.

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

Analyze data from On Track and Benchmark Assessments. Monitor students who are not meeting grade level expectations. Adjust or change strategies for those students.

**Person Responsible**

Mary Zinger


**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Data charts and notes from data chats

**G2.** By providing staff development for teachers and opportunities for dialogue, students will make increased gains. 1a

 G038561

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	88.0

**Resources Available to Support the Goal** 2

- Reading Street Grammar

**Targeted Barriers to Achieving the Goal** 3

- Lack of student background knowledge

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

Benchmark Assessments, FSA results and County Assessments

**Person Responsible**

Lina Bedoya Burklew

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Completed writing prompts from the year showing student growth in writing

**G3.** Through a focus on learner engagement, students will demonstrate increased student achievement by using a variety of resources to increase expressive oral and written language skills. 1a

**Targets Supported** 1b

G038562

Indicator	Annual Target
AMO Reading - All Students	88.0

**Resources Available to Support the Goal** 2

- Great Leaps, after school tutoring for 3rd graders, student book club, Earobics, Starfall, Literacy Stations, Accelerated Reader, Leap Pads, 90 minute reading block, leveled readers, content reading, FSA -writing practices, FCRR activities, Teacher and Support Staff (ESE/Enrichment).

**Targeted Barriers to Achieving the Goal** 3

- time for collaboration between and among grade levels discussing the writing continuum
- lack of engagement during writing

**Plan to Monitor Progress Toward G3.** 8

Analyze data on a regular basis

**Person Responsible**

Mary Zinger

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Increased student achievement

**G4.** Through the use of a variety of resources and by establishing common math vocabulary school-wide, students will meet or exceed grade level expectations. 1a

G038563

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	87.0

**Resources Available to Support the Goal** 2

- Reflex Math, My Math Resources, ESE teachers, Sunshine Math, Go Math tutorials, parent involvement, creative teacher ideas

**Targeted Barriers to Achieving the Goal** 3

- Students lack grade level math vocabulary

**Plan to Monitor Progress Toward G4.** 8

Review and analyze data collected from Benchmark Assessments and On Track to determine if students are meeting grade level expectations. Meet with teachers to discuss adjusting strategies for students who are not meeting grade level expectations.

**Person Responsible**

Mary Zinger

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Scores from On Track and Benchmark Assessments will be entered into Infinite Campus. Results of classroom observations and meetings will be documented.

## 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.** By providing students with opportunities to engage in scientific inquiry, they will exceed grade level expectations. **1**

 **G038559**

**G1.B1** Lack of science materials and equipment (consumable and non-consumable and funds to replenish). Not enough teacher resources or teacher guides for activities to help build background knowledge. **2**

 **B092591**

**G1.B1.S1** Explore different options for funding such as: 1. PTA Support 2. Grants and donations for materials 3. Business partners and community resources **4**

 **S103520**

### Strategy Rationale

To obtain additional funding that would provide the opportunity for additional resources or professional development trainings.

### Action Step 1 **5**

Teachers will inventory science materials to find needs; Principal, CRT, and Science Committee will explore funding options.

### Person Responsible

Mary Zinger

### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

### Evidence of Completion

Needs list generated by science committee and submitted to the principal

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

Monitor action plan

**Person Responsible**

Lina Bedoya Burklew

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Report of money received and expended

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

Collect data from On Track and Benchmark Assessments. Monitor students progress in science to see if grade level expectations are being met.

**Person Responsible**

Mary Zinger


**Schedule**

Monthly, from 8/18/2014 to 6/4/2015


**Evidence of Completion**

Scores from assessments will be entered into PCG and/or Infinite Campus

**G1.B2** Lack of training on using interactive science journals, AIMS/GEMS. 2

 B092592

**G1.B2.S1** Include the use of higher order thinking questions and consistent use of inquiry in science lessons 4

 S103521

**Strategy Rationale**

Providing this type of question would give students an opportunity to apply knowledge and synthesize information.

**Action Step 1** 5

Use AIMS/GEMS and FSA- type practice questions and include a unit on science fair projects at every grade level

**Person Responsible**

Mary Zinger

**Schedule**

Annually, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans and exhibition of Science Fair Projects

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

Monitor the action plan for completion

**Person Responsible**

Lina Bedoya Burklew

**Schedule**

Annually, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans and science fair projects

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

Review On Track and Benchmark Assessments, Principal informal observations

**Person Responsible**

Lina Bedoya Burklew

**Schedule**

Semiannually, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Scores from assessments entered into Infinite Campus, Principal observation notes


**G2.** By providing staff development for teachers and opportunities for dialogue, students will make increased gains. 1

 G038561

**G2.B1** Lack of student background knowledge 2

 B092595

**G2.B1.S1** Provide professional development opportunities and implement Lesson Study 4

 S103523

**Strategy Rationale**

Teachers who are able to observe and collaborate with their colleagues feel supported and more prepared to implement grammar into their lessons.

**Action Step 1** 5

Set up workshop on Florida Standards for grade level representatives to attend. Representatives will share information from training with their grade level team. Set up Lesson Study Teams. Provide them with paperwork to complete the lesson study. Teams set up meeting times to develop their lesson plan. Substitutes are provided to cover classes so teachers can observe team member teaching and reflect on lesson.

**Person Responsible**

Mary Zinger

**Schedule**

Semiannually, from 10/1/2014 to 6/4/2015

**Evidence of Completion**

Sign in sheet from workshop and completed paperwork from the Lesson Study



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

monitor action plan

**Person Responsible**

Lina Bedoya Burklew

**Schedule**

Semiannually, from 10/1/2014 to 6/4/2015

***Evidence of Completion***

Attendance sheets and worksheets from Lesson Study

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

Check follow-up activity for Common Core training and the Lesson Study reflection paperwork

**Person Responsible**

Lina Bedoya Burklew

**Schedule**

Semiannually, from 10/1/2014 to 6/4/2015

***Evidence of Completion***

CREATE points awarded and required Lesson Study paperwork completed.

**G2.B1.S2** During 90 minute reading block, teachers will create a print-rich environment with high interest reading materials and visuals to provide unique learning experiences. Ex: Displaying and discussing non-fiction books which support the weekly reading lesson. 4

 S103524

### Strategy Rationale

Research on the development of reading and writing skills in young children is definitive; students must begin to gain literacy skills during the very early years to be academically successful. One way to begin to accomplish this is for the child to be immersed in a print rich environment.

### Action Step 1 5

Teachers will create a print-rich environment and provide students with access to high interest reading material (Weekly Readers, National Geographic, fiction and non fiction texts).

#### Person Responsible

Lina Bedoya Burklew

#### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Principal Observation

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor action plan

#### Person Responsible

Lina Bedoya Burklew

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Principal observations during snap shots and/or formal observations.

## Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Data will be gathered from the Benchmark Assessment Writing Prompts and/or Teacher created writing prompts.

### Person Responsible

Mary Zinger

### Schedule

Monthly, from 8/18/2014 to 6/4/2015

### Evidence of Completion

Data charts showing student growth in writing

**G3.** Through a focus on learner engagement, students will demonstrate increased student achievement by using a variety of resources to increase expressive oral and written language skills. 1

 G038562

**G3.B1** time for collaboration between and among grade levels discussing the writing continuum 2

 B092597

**G3.B1.S1** Teachers will participate in a staff development to familiarize themselves with the new FSA Writing rubric and teaching writing with informational texts 4

 S103529

### Strategy Rationale

In order to best meet the needs of our students, it is critical that teachers are well familiar with the state expectations and rubric.

## Action Step 1 5

Set dates for meetings on the school calendar, determine agenda topics for each meeting

### Person Responsible

Mary Zinger

### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

### Evidence of Completion

Attendance sign in sheets, notes from meetings

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Attend joint grade level meetings and review notes from the meetings

**Person Responsible**

Lina Bedoya Burklew

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Notes from the meetings

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Teachers have a more complete understanding of other grade level expectations and are able to prepare students for subsequent grades.

**Person Responsible**

Mary Zinger


**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015


***Evidence of Completion***

Increase in student gains in Writing

**G3.B2** lack of engagement during writing **2**

 B092598

**G3.B2.S1** Provide opportunities for students to enjoy reading through teacher read-aloud, participation in Accelerated Reader program, student after school book club, and the Public Library programs. **4**

 S103532

**Strategy Rationale**

Research shows that students who read or are read to will become more proficient in writing.

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

Teachers will select appropriate books for reading aloud to their class. In addition, teachers will encourage participation in the Accelerated Reader program through grade level and school-wide recognition programs. Schedule visits from the staff at the Public Library.

**Person Responsible**

Mary Zinger

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans and observation by administrators

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** **6**

Monitor class data from Accelerated Reader program and review the circulation report from the Media Center

**Person Responsible**

Lina Bedoya Burklew

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Increase in the number of books checked out by students

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Providing additional opportunities for students to enjoy reading increases their reading and writing scores

**Person Responsible**

Mary Zinger


**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Students show gains in Benchmark and/or College Readiness Assessments

**G3.B2.S2** Increase students enjoyment of writing by improving their reading skills through an after school tutoring program. 4

 S103533

**Strategy Rationale**

Students will become more confident when they improve in reading and thus become better writers.

**Action Step 1** 5

Using FAIR, Discovery Education Assessment, and class performance, teachers will identify struggling readers. Invite students selected to attend a twice a week reading after school tutoring program. Enlist three teachers to teach groups of students. Identify resources and materials to be used in the program.

**Person Responsible**

Mary Zinger

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Students' attendance record

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Monitor the action plan, check the attendance of students, and dialogue with teacher tutors about students' progress

**Person Responsible**

Lina Bedoya Burklew

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

attendance sheets

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Review and analyze students' scores on Benchmark Assessments, FAIR, and Discovery Education Assessment to see if students are showing growth. An adjustment to strategies will be necessary for those students who are not showing growth.

**Person Responsible**

Mary Zinger


**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015


***Evidence of Completion***

Students' scores on assessments and graphs charting progress


**G4.** Through the use of a variety of resources and by establishing common math vocabulary school-wide, students will meet or exceed grade level expectations. 1

 G038563

**G4.B1** Students lack grade level math vocabulary 2

 B092599

**G4.B1.S1** Classrooms will have a math word wall 4

 S103534

### **Strategy Rationale**

Word walls that are easily seen in the classrooms allows the teacher and students the opportunity for quick referencing.

### **Action Step 1** 5

Teachers will display math vocabulary words on a word wall. Explore options for purchasing math vocabulary word cards.

#### **Person Responsible**

Mary Zinger

#### **Schedule**

On 6/4/2015

#### **Evidence of Completion**

Principal informal observation

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Math word walls will be displayed in every classroom.

#### **Person Responsible**

Lina Bedoya Burklew

#### **Schedule**

Every 6 Weeks, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Informal observations



**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Analyze data from math chapter tests

**Person Responsible**

Mary Zinger


**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Benchmark Assessments

**G4.B1.S2** Provide professional development and/or team collaboration on how to effectively use the new math curriculum to help increase rigorous questioning. 4

 S103535

**Strategy Rationale**

Increasing rigorous questioning will help students to be more engaged and will provide mathematical discourse with each other/partners.

**Action Step 1** 5

Set up professional development training on the following topics: strategies to teach vocabulary, using instructional games to teach math concepts, and how to effectively use the newly adopted math curriculum

**Person Responsible**

Mary Zinger

**Schedule**

On 6/4/2015

**Evidence of Completion**

Teachers will collaborate with their teammates to discuss strategies learned.

## Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

CRT will work with the District Math and Technology Coaches to ensure that trainings occur.

### Person Responsible

Lina Bedoya Burklew

### Schedule

On 6/4/2015

### Evidence of Completion

Sign in sheet at the trainings and a review of the follow-up activities that teachers submit.

## Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Review and analyze Benchmark Assessments and On Track Assessments to see if students are meeting grade level expectations.

### Person Responsible

Mary Zinger

### Schedule

On 6/4/2015

### Evidence of Completion

Scores from assessments will be entered into Infinite Campus.

## Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will inventory science materials to find needs; Principal, CRT, and Science Committee will explore funding options.	Zinger, Mary	8/18/2014	Needs list generated by science committee and submitted to the principal	6/4/2015 quarterly
G1.B2.S1.A1	Use AIMS/GEMS and FSA- type practice questions and include a unit on science fair projects at every grade level	Zinger, Mary	8/18/2014	Lesson plans and exhibition of Science Fair Projects	6/4/2015 annually
G2.B1.S1.A1	Set up workshop on Florida Standards for grade level representatives to attend. Representatives will share information from training with their grade level team. Set up Lesson Study Teams. Provide them with paperwork to complete the lesson study. Teams set up meeting times to develop their	Zinger, Mary	10/1/2014	Sign in sheet from workshop and completed paperwork from the Lesson Study	6/4/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	lesson plan. Substitutes are provided to cover classes so teachers can observe team member teaching and reflect on lesson.				
G2.B1.S2.A1	Teachers will create a print-rich environment and provide students with access to high interest reading material (Weekly Readers, National Geographic, fiction and non fiction texts).	Bedoya Burklew, Lina	8/18/2014	Principal Observation	6/4/2015 quarterly
G3.B1.S1.A1	Set dates for meetings on the school calendar, determine agenda topics for each meeting	Zinger, Mary	8/18/2014	Attendance sign in sheets, notes from meetings	6/4/2015 quarterly
G3.B2.S1.A1	Teachers will select appropriate books for reading aloud to their class. In addition, teachers will encourage participation in the Accelerated Reader program through grade level and school-wide recognition programs. Schedule visits from the staff at the Public Library.	Zinger, Mary	8/18/2014	Lesson plans and observation by administrators	6/4/2015 quarterly
G3.B2.S2.A1	Using FAIR, Discovery Education Assessment, and class performance, teachers will identify struggling readers. Invite students selected to attend a twice a week reading after school tutoring program. Enlist three teachers to teach groups of students. Identify resources and materials to be used in the program.	Zinger, Mary	8/18/2014	Students' attendance record	6/4/2015 quarterly
G4.B1.S1.A1	Teachers will display math vocabulary words on a word wall. Explore options for purchasing math vocabulary word cards.	Zinger, Mary	8/18/2014	Principal informal observation	6/4/2015 one-time
G4.B1.S2.A1	Set up professional development training on the following topics: strategies to teach vocabulary, using instructional games to teach math concepts, and how to effectively use the newly adopted math curriculum	Zinger, Mary	8/18/2014	Teachers will collaborate with their teammates to discuss strategies learned.	6/4/2015 one-time
G1.MA1	Analyze data from On Track and Benchmark Assessments. Monitor students who are not meeting grade level expectations. Adjust or change strategies for those students.	Zinger, Mary	8/18/2014	Data charts and notes from data chats	6/4/2015 monthly
G1.B1.S1.MA1	Collect data from On Track and Benchmark Assessments. Monitor students progress in science to see if grade level expectations are being met.	Zinger, Mary	8/18/2014	Scores from assessments will be entered into PCG and/or Infinite Campus	6/4/2015 monthly
G1.B1.S1.MA1	Monitor action plan	Bedoya Burklew, Lina	8/18/2014	Report of money received and expended	6/4/2015 quarterly
G1.B2.S1.MA1	Review On Track and Benchmark Assessments, Principal informal observations	Bedoya Burklew, Lina	8/18/2014	Scores from assessments entered into Infinite Campus, Principal observation notes	6/4/2015 semiannually
G1.B2.S1.MA1	Monitor the action plan for completion	Bedoya Burklew, Lina	8/18/2014	Lesson plans and science fair projects	6/4/2015 annually
G2.MA1	Benchmark Assessments, FSA results and County Assessments	Bedoya Burklew, Lina	8/18/2014	Completed writing prompts from the year showing student growth in writing	6/4/2015 quarterly
G2.B1.S1.MA1	Check follow-up activity for Common Core training and the Lesson Study reflection paperwork	Bedoya Burklew, Lina	10/1/2014	CREATE points awarded and required Lesson Study paperwork completed.	6/4/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	monitor action plan	Bedoya Burklew, Lina	10/1/2014	Attendance sheets and worksheets from Lesson Study	6/4/2015 semiannually
G2.B1.S2.MA1	Data will be gathered from the Benchmark Assessment Writing Prompts and/or Teacher created writing prompts.	Zinger, Mary	8/18/2014	Data charts showing student growth in writing	6/4/2015 monthly
G2.B1.S2.MA1	Monitor action plan	Bedoya Burklew, Lina	8/18/2014	Principal observations during snap shots and/or formal observations.	6/4/2015 monthly
G3.MA1	Analyze data on a regular basis	Zinger, Mary	8/18/2014	Increased student achievement	6/4/2015 every-6-weeks
G3.B1.S1.MA1	Teachers have a more complete understanding of other grade level expectations and are able to prepare students for subsequent grades.	Zinger, Mary	8/18/2014	Increase in student gains in Writing	6/4/2015 quarterly
G3.B1.S1.MA1	Attend joint grade level meetings and review notes from the meetings	Bedoya Burklew, Lina	8/18/2014	Notes from the meetings	6/4/2015 quarterly
G3.B2.S1.MA1	Providing additional opportunities for students to enjoy reading increases their reading and writing scores	Zinger, Mary	8/18/2014	Students show gains in Benchmark and/or College Readiness Assessments	6/4/2015 every-6-weeks
G3.B2.S1.MA1	Monitor class data from Accelerated Reader program and review the circulation report from the Media Center	Bedoya Burklew, Lina	8/18/2014	Increase in the number of books checked out by students	6/4/2015 every-6-weeks
G3.B2.S2.MA1	Review and analyze students' scores on Benchmark Assessments, FAIR, and Discovery Education Assessment to see if students are showing growth. An adjustment to strategies will be necessary for those students who are not showing growth.	Zinger, Mary	8/18/2014	Students' scores on assessments and graphs charting progress	6/4/2015 quarterly
G3.B2.S2.MA1	Monitor the action plan, check the attendance of students, and dialogue with teacher tutors about students' progress	Bedoya Burklew, Lina	8/18/2014	attendance sheets	6/4/2015 quarterly
G4.MA1	Review and analyze data collected from Benchmark Assessments and On Track to determine if students are meeting grade level expectations. Meet with teachers to discuss adjusting strategies for students who are not meeting grade level expectations.	Zinger, Mary	8/18/2014	Scores from On Track and Benchmark Assessments will be entered into Infinite Campus. Results of classroom observations and meetings will be documented.	6/4/2015 every-6-weeks
G4.B1.S1.MA1	Analyze data from math chapter tests	Zinger, Mary	8/18/2014	Benchmark Assessments	6/4/2015 quarterly
G4.B1.S1.MA1	Math word walls will be displayed in every classroom.	Bedoya Burklew, Lina	8/18/2014	Informal observations	6/4/2015 every-6-weeks
G4.B1.S2.MA1	Review and analyze Benchmark Assessments and On Track Assessments to see if students are meeting grade level expectations.	Zinger, Mary	8/18/2014	Scores from assessments will be entered into Infinite Campus.	6/4/2015 one-time
G4.B1.S2.MA1	CRT will work with the District Math and Technology Coaches to ensure that trainings occur.	Bedoya Burklew, Lina	8/18/2014	Sign in sheet at the trainings and a review of the follow-up activities that teachers submit.	6/4/2015 one-time

## 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.** By providing students with opportunities to engage in scientific inquiry, they will exceed grade level expectations.

**G1.B1** Lack of science materials and equipment (consumable and non-consumable and funds to replenish). Not enough teacher resources or teacher guides for activities to help build background knowledge.

**G1.B1.S1** Explore different options for funding such as: 1. PTA Support 2. Grants and donations for materials 3. Business partners and community resources

### PD Opportunity 1

Teachers will inventory science materials to find needs; Principal, CRT, and Science Committee will explore funding options.

#### Facilitator

Science Committee

#### Participants

School-wide

#### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

**G1.B2** Lack of training on using interactive science journals, AIMS/GEMS.

**G1.B2.S1** Include the use of higher order thinking questions and consistent use of inquiry in science lessons

### PD Opportunity 1

Use AIMS/GEMS and FSA- type practice questions and include a unit on science fair projects at every grade level

#### Facilitator

Science Committee Members

#### Participants

School-wide

#### Schedule

Annually, from 8/18/2014 to 6/4/2015

**G2.** By providing staff development for teachers and opportunities for dialogue, students will make increased gains.

**G2.B1** Lack of student background knowledge

**G2.B1.S1** Provide professional development opportunities and implement Lesson Study

**PD Opportunity 1**

Set up workshop on Florida Standards for grade level representatives to attend. Representatives will share information from training with their grade level team. Set up Lesson Study Teams. Provide them with paperwork to complete the lesson study. Teams set up meeting times to develop their lesson plan. Substitutes are provided to cover classes so teachers can observe team member teaching and reflect on lesson.

**Facilitator**

Principal and CRT

**Participants**

Grade Level Representatives and All Faculty

**Schedule**

Semiannually, from 10/1/2014 to 6/4/2015

**G3.** Through a focus on learner engagement, students will demonstrate increased student achievement by using a variety of resources to increase expressive oral and written language skills.

**G3.B1** time for collaboration between and among grade levels discussing the writing continuum

**G3.B1.S1** Teachers will participate in a staff development to familiarize themselves with the new FSA Writing rubric and teaching writing with informational texts

**PD Opportunity 1**

Set dates for meetings on the school calendar, determine agenda topics for each meeting

**Facilitator**

Principal and CRT

**Participants**

Teachers Grades K-5

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**G4.** Through the use of a variety of resources and by establishing common math vocabulary school-wide, students will meet or exceed grade level expectations.

**G4.B1** Students lack grade level math vocabulary

**G4.B1.S2** Provide professional development and/or team collaboration on how to effectively use the new math curriculum to help increase rigorous questioning.

**PD Opportunity 1**

Set up professional development training on the following topics: strategies to teach vocabulary, using instructional games to teach math concepts, and how to effectively use the newly adopted math curriculum

**Facilitator**

Mary Zinger, CRT

**Participants**

Teachers

**Schedule**

On 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
<b>Goal 1:</b> By providing students with opportunities to engage in scientific inquiry, they will exceed grade level expectations.	1,500
<b>Goal 3:</b> Through a focus on learner engagement, students will demonstrate increased student achievement by using a variety of resources to increase expressive oral and written language skills.	3,857
<b>Grand Total</b>	<b>5,357</b>

### Goal 1: By providing students with opportunities to engage in scientific inquiry, they will exceed grade level expectations.

Description	Source	Total
B1.S1.A1	School Improvement Funds	1,500
<b>Total Goal 1</b>		<b>1,500</b>

### Goal 3: Through a focus on learner engagement, students will demonstrate increased student achievement by using a variety of resources to increase expressive oral and written language skills.

Description	Source	Total
B1.S1.A1	School Improvement Funds	3,857
<b>Total Goal 3</b>		<b>3,857</b>