

Fort Pierce Westwood High School



2014-15 School Improvement Plan

Fort Pierce Westwood High School

1801 PANTHER LN, Fort Pierce, FL 34947

<http://www.stlucie.k12.fl.us/fpw/>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

No

Minority

70%

School Grades History

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

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/28/2014.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
Appendix 1: Implementation Timeline	18
Appendix 2: Professional Development and Technical Assistance Outlines	19
Professional Development Opportunities	20
Technical Assistance Items	21
Appendix 3: Budget to Support Goals	22

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
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Ensuring all students are safe and graduate equipped with knowledge, skills and the desire to succeed

Provide the school's vision statement

Student-centered school focused on high expectations and increasing student achievement

School Environment

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

During our once a month SLC meetings, our teachers will be continuously exposed to various articles and professional development targeted at creating positive teacher-student relationships. Our instructional teachers, academic coaches, deans, paras, guidance counselors and administrators will complete a SIMSOC professional development training.

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

Westwood is a Kid at Hope school where the adults are treasure hunters looking for the invaluable in our children. Students pledge to strive for success and and commitment to doing their very best "no exceptions". Treasure Hunters are the adults that are committed to for all the talents and skills that children have to offer, "no exceptions."

In addition, staff members are visible throughout the school building rapport with students. There is never a time that an adult is not near by if the need arises. In addition to all of the staff, there are two school resource deputies present on our campus at all times that are interacting with students in a positive manner and building relationships with students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our goal at Westwood High School is to recognize and applaud socially acceptable behavior promoting positive behavior through a reward system rather than adhere to a solely traditional and punitive philosophy. To this end Ft. Pierce Westwood High School has adopted Positive Behavioral Intervention Supports (PBIS) and has currently implemented it school wide. The PBIS philosophy is grounded in the belief that multiple interventions should be exercised while shaping student behaviors and performance. This belief will enable students to identify how their actions affect themselves and those around them in both present and future circumstances. A school-based PBIS team has been established with several school-based teachers, a dean, a secretary, a fund raiser, a behavioral analyst, a social worker, and a school-based administrator. As a goal, the team collaboratively works with faculty, staff, students, parents, and community members to establish a tiered level approach in an effort to attain student achievement through positive reinforcement strategies. The PBIS team has set clear, consistent, and measurable standards and goals which serve to communicate expectations, rewards, and ways students who may not have adhered to the standard previously may be able to

recover their standing. Data is used in all instances to ensure the program is equitable as well as implemented with fidelity. All staff members, including the cafeteria and custodial staff, are trained throughout the year to help our students remain in the educational environment and realize their potential both academically and socially. Together all stakeholders are committed to working together in order to create a safe and enjoyable community of learners, one that that utilizes the positive decision making process and is conducive to learning and achievement.

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

Students are placed into small learning communities in which there is an administrator, counselor, dean and administrative assistant. This model allows all of the key individuals to personally know that students and be able to meet their needs. Students are also able to readily make contact with the individual that can address their concerns because all of these people are centrally located. In addition students have access to a project success counselor. Students identified as needing additional support are placed in a leadership courses designed to provide them with the skills necessary to be successful not only in high school but in life.

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 available at the school site.

Description

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

We developed a Public Relations Plan in which we established an objective and four goals. The objective of the PR plan is to establish positive relationships with the local media in an effort positively promote the programs, students, teachers, and events at Westwood High School. The goals are as follows:

1. Establish a constant stream of positive news and updates to the community via our local media.
2. Create awareness of the variety of programs offered at FPWHS.
3. Dispel the false rumors of FPWHS in the community.
4. Improve the image and perception of FPWHS in the community.

To date, we have established several business partnerships to help us provide monetary resources for our students and teachers. We have built an alumni association that is having regular meetings in an effort to rebuild the relationships with the community. We have been on the local radio station to promote the activities and events occurring at the school. We have updated our website and marquee to ensure consistent information and news is readily available. We have also implemented the regular use of Twitter.

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
Barrett-Baxter, Ucola	Principal
Clayton, Dominick	Assistant Principal
Lesley, John	Assistant Principal
Sloan, James	Assistant Principal
Piscopo, Samantha	Assistant Principal

Duties

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

The principal has made each assistant principal responsible for a small learning community at Westwood. That role includes evaluating, observing and developing all teachers making up the SLC's. Each administrator is involved in the decision making process for all decisions that impact curriculum and instruction. Each assistant principal has been assigned a specific curriculum area to lead and focus on increasing student achievement. Those roles and responsibilities are as follows:

Ucola Barrett-Baxter - Principal, School-wide leadership

Dominick Clayton - Assistant Principal, 9th grade SLC, ELA and Reading, AVID

Samantha Piscopo - Assistant Principal, 10th grade SLC, Math and Testing

John Lesley - Assistant Principal, 11th and 12th grade SLC, Science and CTE

Jim Sloan - Assistant Principal, Marian and Oceanographic SLC, Social Studies and AP

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

There are several entities that are responsible for making decisions regarding student achievement and the best use of school funds. The School Advisory council that is responsible for determining the use of SAC funds use school data to determine the best use of those funds.

The school leadership team made up of administration, Math and Literacy coaches, Exceptional Student Education specialists and teacher leader is charged with the task of ensuring that teachers are participating in quality planning that leads to quality instruction that causes students to be engaged in high quality work. Discussions about the Florida standards and the scope of the standards are necessary to ensure that teachers are clear about the expectations from the state, the district and the school.

Department meetings take place first and third Tuesdays, Leadership teams are every other Tuesday

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ucola Barrett-Baxter	Principal
Jesse Steckler	Education Support Employee
Cheryl Phillips	Teacher
Courtney Purnell	Business/Community
Alexandra Sanders	Business/Community
Theodore Sanders	Business/Community
	Student
Tammy DePace	Education Support Employee

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

Each meeting agenda includes a line item for reviewing school improvement data in the SIP. The schools goals are matched with actual data to determine how well be are progressing closer to the goal and if not, determine next steps on how to proceed. Looking at what worked and what did not based on a variety of measures were used to determine the effectiveness of last year's school improvement plan. The use of funding aligns with the areas of concerns and are used to support the areas of need.

Development of this school improvement plan

The members of the SAC committee met to identify needs of Fort Pierce Westwood that needed to be addressed based on last school year's data. Those recommendations were taken by the principal and implemented into the Needs Assessment portion of the SIP.

Preparation of the school's annual budget and plan

The budget ties into the needs of the school that the SAC has identified.

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

None allocated last school year.

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
Clayton, Dominick	Assistant Principal
Irving, Monica	Instructional Coach
Cameron, Mary	Instructional Coach
Harrison, Rosanne	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT has met and determined that the Content Literacy Standards are going to be the main focus. First, making the content teachers aware of the LAFS standards that are required for the content teachers. Second, assisting the content teachers with unpacking those standards via the scales. Thirdly, providing professional development via modeling, coaching, lesson study, etc. to ensure the effective implementation of the content based literacy standards.

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

We have established a Small Learning Community site. All of our teachers have been assigned to a small learning community. Those SLC's meet twice a month to have common time together for professional development and planning. Department Heads and Academic Coaches facilitate planning and learning forums for the teachers throughout every week during the common planning time the teachers have in the mornings before school.

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

This school year we began with roughly a quarter of our faculty being new to Westwood. Our strategies to retain our effective teachers is to assist our brand new teachers with our NEST program, provide regular and ongoing professional development through our SLC's and departments. We also have utilized the district teacher fair, the Florida Teach-In and our district Retention and Recruitment liaison.

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

NEST is our teacher mentoring program on site. Each new teacher is assigned a mentor who assists with academic advice as well as professional well-being advice. The group meets once a month. Various topics from instruction to classroom management are covered.

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

Instructional programs are vetted through the curriculum review board at the district level and materials go through the leadership team at the school level. The materials begin used must rise to

the level of the standard. The question is always does the material being used move students closer to mastering the standards.

Instructional Strategies

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

Fort Pierce Westwood High School administers informative, comprehensive, and common assessments in all of the core subject areas. The data from these assessments are captured on a data reporting sheet by all teachers and academic coaches. The data reporting sheet is then used during collaborative planning sessions to make instructional decisions. The data are disaggregated into various categories, i.e. lower quartile, black, white, hispanic, free and reduced lunch, ESE, ESOL, etc. Teams collaborate to decide the most effective and appropriate strategies to enhance student performance. As a result of breaking down the data by class and by student, lessons are designed with deliberate interventions and strategies for specific students based on their individual needs.

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

Strategy: After School Program

Minutes added to school year: 4,320

We will offer 2 days of after school tutoring focusing on E20/20, Algebra Boot camp, and tutoring for PERT/ACT/SAT prep for 90 minute sessions.

Strategy Rationale

E20/20 will provide credit recovery opportunities for students who have fallen behind. Algebra Boot Camp will provide additional support for students who still need to take and pass the Algebra I EOC for graduation. PERT/ACT/SAT prep will assist our students who are looking to increase their score for college entrance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Phillips, Cheryl, cheryl.phillips@stlucieschools.org

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

Attendance will be recorded to to measure and track student participation. The performance of the participating students will be tracked based on the asse

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

Incoming cohorts are visited by our 9th grade SLC leadership group, consisting of the assistant principal, guidance counselor, and various teachers. They are presented with course offerings and information about FPWHS. We then support all freshmen with our Freshmen Seminar course, where they learn about all of their high school graduation requirements, study skills, and available courses within the various SLC's we have to offer.

Outgoing cohorts meet with their individual counselor(s) to review credits, GPA and post-secondary options. We offer various college rep visits as well as tech schools and the military branches. Through our guidance department and our graduation coach, we assist our students with paperwork and procedures to ensure a smooth and 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

We are in our second year of implementation of the AVID program. We have a total of 4 AVID elective classes currently offered this school year. We have two 9th and two 10th grade classes running. Those students along with any student interested will have the opportunity to meet with visiting college representatives as well as go on college tours. We have also improved our master schedule to offer more advanced placement and dual enrollment courses on our two campuses. Our Marine and Oceanographic campus offers the majority of our honors level, AP and dual enrollment courses.

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

The Westwood High School Global Business Studies (GBS) is a small learning community functioning within the framework of Westwood High School. The mission of GBS is to collaboratively nurture, expose, and develop students to be business professionals and entrepreneurs with skills necessary for success in the 21st century. The industry certifications within GBS are Web Development, Microsoft Academy, Culinary Arts, and Criminal Justice.

The Health and Environmental Services Small Learning Community is a collection of students enrolled in Pre-Vet, Pre-Med, and Agriculture Science Classes. These career technical teachers (CTE) are supported by a group of core teachers (math, science, English, and social studies). With collaboration among the core teachers and CTE teachers, students are able to receive an integrated curriculum that supports the development of their career goals. The industry certifications within HES are Allied Health, Veterinary Technology, and Agritechnology

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

Our career technical teachers (CTE) are supported by a group of core teachers (math, science, English, and social studies) within each learning academy. With collaboration among the core teachers and CTE teachers, students are able to receive an integrated curriculum that supports the development of their career goals.

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

Our report shows the need for improvement with our students' college readiness scores and our graduation rate. We have hired a new graduation coach and implemented a plan to inform and assist students with success planning. Our grad coach also runs after school programs aimed at test prep for the SAT, ACT, and PERT assessments. Our grad coach along with our guidance department has run credit checks on all senior and help a parent night for our at-risk students to inform the parents the success plan their student(s) have in place.

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. All teachers will fully implement standards-based instruction.

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. All teachers will fully implement standards-based instruction. 1a

G039719

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0
Algebra I EOC Pass Rate	65.0
Geometry EOC Pass Rate	65.0
Bio I EOC Pass	70.0
ELA/Reading Lowest 25% Gains	75.0
FSA - English Language Arts - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- Instructional Coaches (4)
- District Curriculum Support
- Test Specs and FSA
- Resources (text) for ELA Intensive Classes that is FSA based
- Departmental collaborative planning structures.
- SLC structures.
-

Targeted Barriers to Achieving the Goal 3

- New standards to implement. Teachers are unfamiliar with the FSA. Teachers will have to create new assessments, and performance tasks without many examples to guide them.

Plan to Monitor Progress Toward G1. 8

Students who have teachers receiving intensive support will show significant growth from the Comprehensive I until the Comprehensive II (the growth will be in line with the targets set for the state testing).

Person Responsible

Samantha Piscopo

Schedule

On 2/2/2015

Evidence of Completion

The evidence will be the data analysis between the two district Comprehensive Exams.

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. All teachers will fully implement standards-based instruction. **1**

 G039719

G1.B5 New standards to implement. Teachers are unfamiliar with the FSA. Teachers will have to create new assessments, and performance tasks without many examples to guide them. **2**

 B096139

G1.B5.S1 Create a written plan to effectively utilize all instructional support on campus to avoid duplication, and provide data-driven enhancements as needed. School-based coaches, district-level Tier II supports (once weekly), state-level support and administration. **4**

 S107387

Strategy Rationale

Vast number of teachers new to FPWHS as well as beginning teachers requires immediate support. Also the new standards require teachers support to implement.

Action Step 1 **5**

The leadership team will utilize specific needs of teachers, progress monitoring data, and coaches checklists to create a written plan to support teachers.

Person Responsible

Ucola Barrett-Baxter

Schedule

Weekly, from 8/25/2014 to 4/1/2015

Evidence of Completion

Reflection log and debriefing session.

Action Step 2 5

Create a debriefing session on Wednesday at 1:45 to share pertinent information from district and school based coaches.

Person Responsible

Samantha Piscopo

Schedule

Weekly, from 9/10/2014 to 4/1/2015

Evidence of Completion

Agendas and meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Coaches and district people will adhere to the schedule and provide necessary support.

Person Responsible

Samantha Piscopo

Schedule

Weekly, from 9/10/2014 to 4/1/2015

Evidence of Completion

Attendance Calendar indicates that support is occurring at least 75% of the time. If the not, the schedule will be adjusted.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Student progress monitoring data (the Informatives) indicate proficiency based on the targets set for state assessments. The schedule will be adjusted based on the data.

Person Responsible

Schedule

Monthly, from 10/15/2014 to 4/15/2015

Evidence of Completion

The evidence is the data from the progress monitoring.

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.B5.S1.A1	The leadership team will utilize specific needs of teachers, progress monitoring data, and coaches checklists to create a written plan to support teachers.	Barrett-Baxter, Ucola	8/25/2014	Reflection log and debriefing session.	4/1/2015 weekly
G1.B5.S1.A2	Create a debriefing session on Wednesday at 1:45 to share pertinent information from district and school based coaches.	Piscopo, Samantha	9/10/2014	Agendas and meeting notes.	4/1/2015 weekly
G1.MA1	Students who have teachers receiving intensive support will show significant growth from the Comprehensive I until the Comprehensive II (the growth will be in line with the targets set for the state testing).	Piscopo, Samantha	9/30/2014	The evidence will be the data analysis between the two district Comprehensive Exams.	2/2/2015 one-time
G1.B5.S1.MA1	Student progress monitoring data (the Informatives) indicate proficiency based on the targets set for state assessments. The schedule will be adjusted based on the data.		10/15/2014	The evidence is the data from the progress monitoring.	4/15/2015 monthly
G1.B5.S1.MA1	Coaches and district people will adhere to the schedule and provide necessary support.	Piscopo, Samantha	9/10/2014	Attendance Calendar indicates that support is occurring at least 75% of the time. If the not, the schedule will be adjusted.	4/1/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0