

Hiawassee Elementary

6800 HENNEPIN BLVD, Orlando, FL 32818

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
100%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Not In DA | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Hiawassee's mission is aligned with that of OCPS which to lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producers of successful students in the nation.

School Environment

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

Hiawassee has a yearly multicultural event in March that recognizes the cultures that are represented in our school. We also celebrate both Hispanic Heritage and African American months in which we highlight the contributions of each culture as well as other Americans who have significantly influenced our world. Specific professional development for faculty on Haitian cultural norms is scheduled for September. Lesson plans will incorporate cultural aspects of our students various backgrounds in order to increase student engagement and promote positive relationships between teachers and students. Teachers will also use interest and learning style inventories during the month of August so that teachers may learn more about their students and teach them in ways that have been identified by the students' themselves.

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

Safety precautions are in place before school begins at 7:15 a.m. with staff on site for early morning learning activities in the computer lab as well as for direct supervision of students who are dropped off early. School staff are strategically placed in arrival and common areas to provide visual and proximity supervision to students. Similar procedures are in place for dismissal. During the school day, all doors are secured and visitors must identify themselves through an intercom system in order to enter the building. Emergency drills (fire, severe weather and assailant) are conducted monthly to ensure that students and teachers are efficient with the safety process. A behavior contract was created and implemented for the entire school which includes students' rights and was reviewed by the principal during the first day of school. Students and staff received bullying intervention training in October.

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

Hiawassee uses CHAMPS management system school wide to structure classroom learning environments and encourage the expected behavior for the school's common areas. All instructional staff have received CHAMPS training before the start of the school year. New instructional staff members will receive CHAMPS training within four weeks of their official report date. The overall goal of the CHAMPS classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific learning task. The teacher's

goal is to teach students directly how to be successful in specific learning situations. A Hiwassee behavior contract was created and implemented for the entire school which includes students' rights and was reviewed by the principal during the first day of school and signed by each student, teacher, parent and the principal. Multi-Tiered Systems of Support (MTSS) have been established to identify students who may require pre-interventions before the referral process begins. When discipline referrals are written, parent contact is made and the Hiwassee discipline matrix is reviewed to ensure that each student is receiving appropriate and consistent consequences that are aligned with the OCPS Code of Student Conduct.

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

Hiwassee ensures the social-emotional needs of all students are being met by ensuring that the school social worker and parent involvement liaison are both members of the Multi-Tiered Systems of Supports team. Two leadership staff members are trained and hold their social work credentials. Social/emotional referral forms have been developed and are available to all staff members for social or emotional group counseling. Hiwassee also partners with Evans High School for their Elevate Orlando mentoring program. Hiwassee students are mentored by high school students in the areas of peer pressure, staying in school and the importance of setting goals.

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

MTSS team is assigned to review school wide data that includes students who are deficient in English Language Arts, Mathematics, Science, attendance (below 90), behavior (pre-referral) and social/emotional development. The MTSS team also monitors English language learners, students who receive exceptional education services and prior retainees. Data teams meet every eight days to discuss students needs, align services/interventions and continue ongoing monitoring of students academic success.

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 | 18 | 18 | 18 | 11 | 9 | 2 | 76 |
| One or more suspensions | 1 | 13 | 9 | 10 | 21 | 11 | 65 |
| Course failure in ELA or Math | 0 | 0 | 32 | 50 | 29 | 49 | 160 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 51 | 53 | 49 | 153 |

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

| Indicator | Grade Level | | | | | Total |
|--------------------------------------------|-------------|----|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 3 | 11 | 38 | 31 | 36 | 119 |

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

Hiawassee employees the following strategies to improve the academic performance of students identified by the early warning system:

- Additional hour of reading block at the end of the school day
- Automatic Connect Orange message to the homes of absent students
- Behavior meeting held with the parents of students with two or more referrals
- Data Meetings held every 8 days
- Diagnostic testing through I-Ready to identify specific areas of need for our Tier II and III students
- MTSS meetings to start the intervention process and target students who are in need of Tier II and III interventions
- School wide behavior plan in place
- Tier III students are getting additional support by being pulled (10 minutes) during special areas time
- Truancy meeting held with parents of truant students

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/204352>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Hiawassee has a full time parent involvement liaison and a parent involvement program monitor who communicates and attends various functions to build and sustain partnerships with the local community in order to secure and utilize both human and capital resources to support Hiawassee and our students' achievements. Hiawassee has two Partners in Education (P.I.E) champions to ensure that the OCPS P.I.E. website is used to log in partnership commitments and resources that are donated to the school. One champion received district P.I.E. training on the rules, regulations and guidelines that govern partnerships between Hiawassee and community organizations. Hiawassee partners with the following business and organizations:

- Advance Psychiatric Solutions
- AFLAC
- Alpha Kappa Alpha Sorority, Delta Omicron Omega Chapter
- AXA Financial Services
- Baptiste Orthodontist
- Central Florida Paralegal Association
- Chick-Fil-A
- Dragon Financial
- Einstein Bagels

- Elevate Orlando
- Golden Crust Restaurant
- Horace Mann
- The Lang Foundation
- Olive Garden Restaurant
- The Orlando Links, Inc.
- Publix Supermarket
- Second Harvest
- TooJay's Restaurant
- University of Central Florida/Barnett Honors College
- West Orange Chamber of Commerce

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 |
|---------------------------|---------------------|
| Johnson, La Donna | Principal |
| Wellington-Trawick, Ethel | Assistant Principal |
| Laguerre, Erlande | Instructional Coach |
| Lewis, Shannon | Instructional Coach |
| Walton, Angela | Instructional Coach |
| McShan, Stephanie | Instructional Coach |
| Love, Towanna | Instructional Coach |
| Guevara, Brenda | Instructional Coach |
| Williams, Anthony | Dean |
| Clemmons, Melissa | Guidance Counselor |

Duties

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

Ms. La Donna Johnson, Interim Principal: Leader and visionary of the MTSS process and SIP; professional development for leadership team and teachers, supports tier 1, 2, and 3 implementation plan and review progress monitoring data; participates in the decision making process for all grade levels.

Dr. Ethel Wellington-Trawick, Assistant Principal: monitors the K-2 grade levels, member of the MTSS team, progress monitoring data for K-2, parent involvement support, community liaison participates in the decision making process.

Mrs. Erlande Laguerre, Academic Coach: Identifies appropriate, evidence-based intervention strategies; assist with whole school screening that provide early intervening services for children to be considered "at risk", Professional development for teachers, and Teacher Incentive Fund (TIF) coach.

Ms. Shannon Lewis, Reading and Writing Coach: Provides guidance on K-12 reading plan; developed the instructional focus calendar for grades 3-5 in both reading and writing; facilitates and supports data collection activities; assists in data analysis; provides professional learning on reading and writing programs used for intervention; supports Tier 1, 2 and 3 implementation plan.

Mrs. Angela Walton, Math and Science Coach: Provides guidance on K-12 math and science plan; developed the instructional focus calendars for math and science for grades 3-5; facilitates and supports data collection activities; assists in data analysis; provides professional learning on math programs used for intervention; supports Tier 1, 2 and 3 implementation plan.

Mrs. Stephanie McShan, MTSS Coach: Provides guidance on the implementation of the MTSS process, responsible for running the MTSS and data meetings with all teachers; provides support for intervention fidelity and documentation.

Mrs. Jawanna Moore-Gordon, Instructional Coach: Supports all new teacher Hiawassee and their portfolio process, supervises teacher interns; collaborates with grade level teams on effective instructional practices, supervises instructional observations rounds, coordinates new teacher professional development, responsible for monitoring the mentoring program, provides training in areas of need for new teachers.

Mrs. Towanna Love, ESE Compliance Teacher : Responsible for the ESE department and compliance issues, work with regular education teachers, leadership team, parents, and district staff to support our ESE students in ensuring that their needs are met; facilitates meetings.

Mrs. Brenda Guevara, CCT: Work with regular education teachers, leadership team, parents and district staff to support the ELL students in ensuring that their needs are met; professional development for teachers to make sure that Sheltered Instruction Observation Protocol strategies are being utilized; facilitates meetings; supports Tier 1, 2 and 3 implementation plan and review progress monitoring data.

Mr. Anthony D. Williams, Dean: Responsible for any discipline and support the CHAMPS program with all teachers; supports Tier 1, 2 and 3 implementation plan and review progress monitoring data for.

Mrs. Tia Battey, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides professional learning and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities during the MTSS process.

Mrs. Melissa Clemmons, Parent Involvement Liaison: Serves as family interventions support and liaison between family, school, and child services advocates; facilitate truancy meetings and documentation; McKinney Vento Program (MVP) coordinator for homeless population.

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

Our school's data-based problem-solving process begins with a discussion and review of student current data. Upon review, student's are grouped based on academic and social needs. Programs used for instruction are carefully selected to address student needs. These programs are researched based and approved by the district to provide the rigor our students need in order to be successful academically and socially. Teachers receive training to ensure the understanding of the programs they are using in order to implement them correctly and effectively. Students receive instructions in whole group, small group and individually depending on their needs. The MTSS team meets on a regular basis to review progress monitoring data to ensure proper implementation of MTSS process and SIP.

Title I

Part A:

Hiawassee Elementary follows the Florida continuous Improvement Model (FCIM) as its research-based school improvement model. Implementation includes the following components of the Plan-Do-Check-Act Model. Frequent progress monitoring, rigorous reading, block scheduling for math and reading, integration learning activities and projects, and writing across the curriculum.

1. Disaggregation of student data targeting strength and weaknesses; skill proficiency opportunities.

2. Instructional delivery development timeline using Marzano instructional strategies.
3. Instructional focus calendars and deliberate lesson plan development.
4. Continuous and frequent progress monitoring and assessment.
5. Intervention strategies for students based on academic strengths and weaknesses to improve reading proficiency and mastery of skills. MTSS (tier 1, 2, and 3) in all academic areas.
6. Technological tutorials focusing on sustained silent reading skills to improve student reading comprehension, fluency, and proficiency skills.
7. Enrichment and sustained academic achievement opportunities.
8. Continuous monitoring of student success on set learning targets and overall lesson objectives.
9. Parental involvement focused on parent education of Common Core state standards, grade level achievement expectations and technological advancements in curriculum.
10. Integration of Common Core standards targeting standards and skills designed to focus on vertically aligned skills to increase student learning capacity across the curriculum and grade levels. The school will use federal Title I funds to provide instructional support personnel, prekindergarten services, MTSS services, and instructional professional development.

Part B Parent Involvement liaison:

Migrant liaison provides services and support to students and parents. The district liaison coordinates with the Title I family interventions coordinator who involves appropriate school-based and district staff. The Title 1 family interventions coordinator works closely with school support staff to ensure student needs are met.

Part C

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district dropout prevention programs. The Evans High School Consortium K-12 feeder initiative states that by 2015 all students are expected to reach academic progression through the success of a rigorous curriculum. The Implementation of AVID through grades K-5 with certification in May of 2014. Continued partnership with the University of Central Florida supports educational opportunities to encourage academic achievement and career success.

Career and technical education

Hiawassee Elementary works in partnership with the OCPS Vocational Tech programs to support educational needs. Interested parents are referred to Westside Vocational Tech or Orlando Vocational Tech for additional information. Additional parental workshops are provided by Mrs. Clemmons who is the Family Liaison teacher. Workshops focus on reading strategies to support student learning at home, computer skills, technology usage, literacy, math, and the parents ability to use tools to support student achievement in order to build a stronger home/school partnership.

Job Training

Teach-In provides community partners the opportunity to visit classrooms sharing with students areas of expertise and providing real world experiences related to career path, and opportunities. UCF Burnett Honors College students visit the campus weekly to provide students with leadership and career concepts lessons. The program is meant to provide students in grades 3-5 with information and career opportunities to encourage student career interest through grade level lessons.

Other

University of Central Florida, Evans HS consortium, Orlando Science Center and OUC water conservation program, and other community partners visit and volunteer throughout the school year providing additional opportunity for students to engage and participate in real world projects, discussion, and activities that target reading proficiency, problem-solving, creativity, and student success.

Title III

Funding is provided through the district for educational materials and ELL district support services to improve the education of second language learners. The school-based resource teacher (CCT) will identify eligible students who need additional support academically. Students will receive additional instructional support that focuses on their specific needs. informational services and support are also provided to parents throughout the school year.

Title X-Homelessness

Hiawassee Elementary Family Liaison teacher works closely with the districts title I homeless liaison personnel to ensure students who are or become homeless receive all available services and support offered through the district. Social services, counseling, and transportation may be offered to the student and family if services are approved by the district. The district homeless social worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

The SAI funds will be used to purchase intervention reading materials.

Violence Prevention Programs

A partnership with the Orange County Sheriff Department provides opportunity for students to participate in the MAGIC program. MAGIC officers visit 5th grade classrooms weekly and encourage leadership, safety, living drug free, and non-violence. Students in grades K-5 also participate in Red ribbon week during the month of October which encourages drug free and violent free lifestyles. The Orange County Sheriff Safety Village sponsors the annual Walk Your Child to school day educating students, parents, and community members to be mindful of pedestrian safety in and out of school.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|--------------------------|----------------------------|
| La Donna Johnson | Principal |
| Ethel Wellington-Trawick | Education Support Employee |
| Maira Gomez-Vega | Education Support Employee |
| Carol Walker | Parent |
| Patricia Gomez | Parent |
| Derrell Jackson | Parent |
| Lindsay Best | Parent |
| Robert Lettman | Parent |
| Lisa Hardeman | Parent |
| Janet Best | Parent |
| Shevonne Lacour | Parent |
| Wenzel Gordon | Parent |
| Patricia Palmieri | Teacher |
| Kelly Padua | Teacher |
| Rosetta Oliver | Teacher |
| Deidra Johnson | Parent |
| Connel Prince | Parent |
| Beth Otts | Business/Community |
| Dr. Baptiste | Business/Community |
| Diane Moore | Business/Community |
| Chesta Hembrooke | Business/Community |
| Sherwin Sargeant | Business/Community |
| Valerie Gilchrist | Business/Community |
| Karla Jackson | Parent |
| Jarod Keith | Parent |
| Latonia Pringle | 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

The SAC team met on a monthly basis to review and REVISE THE 2014-15 school improvement plan.
 The SAC team met on a monthly basis to discuss concerns and make recommendations for the 2014-15 school improvement plan.

Development of this school improvement plan

The SAC met formally at the end of the 2014 school year to review the School Improvement Plan and made suggestions for the upcoming school year. SAC will meet again in September to propose suggestions and review the 2014-2015 SIP. The SAC will also provide funds of areas of academic improvement for the 2014-2015 school year.

Preparation of the school's annual budget and plan

The SAC team meets on a monthly basis to discuss the use of budget funds to meet the school improvement goals.

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

N/A

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 |
|---------------------------|---------------------|
| Johnson, La Donna | Principal |
| Wellington-Trawick, Ethel | Assistant Principal |
| Lewis, Shannon | Instructional Coach |
| Laguerre, Erlande | Instructional Media |
| McShan, Stephanie | Instructional Coach |
| Moton, Jennifer | Instructional Media |

Duties

Describe how the LLT promotes literacy within the school

The LLT will provide instructional strategies to ensure the implementation of reading and writing school through the use the Florida Standards. The LLT will continue to support classroom teachers with the implementation of small group, data driven targeted instruction and the utilization of MTSS coupled with Marzano instructional strategies. Hiawassee will be using I-Ready for school wide interventions. The LLT will focus on the diagnostic and remediation of low performing students as well as developing ideas that will motivate the students to read more frequently.

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

Hiawassee will require that all grade level teams to meet for a common planning weekly to plan, revise, and reflect on lessons planned for instruction. The expectation is for all members of the team to bring planning tools to the meeting and deconstruct standards and determine tools and resources to use during their instructional delivery. Teachers and coaches share best practices and instructional strategies. Teams also meet weekly for Data meeting/MTSS meeting in regards to the performance of their students. Coaches provide teachers with positive and constructive feedback during the data meeting/MTSS meeting and after conducting classroom walk-throughs.

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

1. The OCPS E-recruiting system as well as OCPS job fair is used to recruit highly qualified applicants. All instructional applicants resumes and interest letters are screened and reviewed by the administrative team to determine if the applicant are highly qualified and eligible to apply for open positions. The school secretary is responsible for screening calls requesting pertinent information from potential candidates via the OCPS recruitment portal. The administrative team conducts interviews with prospective candidates and checks references prior to extending an offer. Interested applicants must all have of their education credentials prior to an invitation to interview or hire. Once hired, the Instructional Coach is responsible for getting all new teachers acclimated to OCPS and Hiawassee Elementary. Support is also provided by the the Academic Coach, Reading Coach, Math Coach, and Dean in order to ensure that new teachers are acclimated and focused on instructing our students. In order to retain highly qualified teachers, the Administration Staff focuses on developing areas of Professional Development that are based on student data, Marzano iObservation information, classroom walk-throughs, administrative recommendations, and teacher request. Person(s) responsible include: Principal LaDonna Johnson, Assistant Principal Dr. Ethel Wellington-Trawick.

2. Hiawassee Elementary school participates in The Teacher Incentive Fund (TIF) which provides retention incentive bonuses, performance based evaluation incentives, professional learning opportunities, and salary compensation for increased student academic achievement. The TIF grant affords the opportunity for teachers to gain curricular insight and strategies by attending conferences and receiving materials that will aid in crafting their skills. Person(s) responsible include: Principal LaDonna Johnson, Assistant Principal Dr. Ethel Wellington-Trawick, Academic Coach Erlande Laguerre.

3. Hiawassee Elementary provides on-going professional learning opportunities which focus on strengthening teacher instructional pedagogy and targeting student academic achievement. Person(s) responsible include: Principal LaDonna Johnson, Assistant Principal Dr. Ethel Wellington-Trawick, Academic Coach Erlande Laguerre, Reading/Writing Coach Shannon Lewis, Math/Science Coach Angela Walton, and Instructional Coach Jawanna Moore-Gordon.

4. Hiawassee Elementary retains highly qualified teachers by providing instructional leadership opportunities for teachers to share and impart knowledge, skills, and instructional strategies to other faculty members. Persons responsible include: Principal LaDonna Johnson, Assistant Principal Dr. Ethel Wellington-Trawick

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

Mentoring activities take place through Professional Learning Communities and staff development facilitated by assigned mentors, members of the leadership team, grade level leaders, and administrators. Planned activities includes mentor/mentee meetings, observation of expert teachers, professional development, and faculty training/meetings. All mentors were selected based on successful teaching experience. All mentors are highly qualified and effective with proven student achievement.

Mentor: Mentee:

1. Angela Walton Francheska Roman
2. Olivia Williams Briana Smith
3. Brenda Guevera-Santiago Gloria Garcia
4. Felicia Danner Tiffani Floyd
5. Angela Walton Eileen Garcia-Cruz
6. Jamaal West Holland Harris
7. Keri Hollingsworth Amanda Craig
8. Keri Hollingsworth Kaitlin Davis
9. Danielle Moultry Sabrina Molina
10. Danielle Moultry Valette King
11. Brenda Guevera-Santiago Stephanie Kleinfelt

12. Lisa Savino Kelsey Kirk
13. Jawanna Moore-Gordon Adriene Anderson

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

The MTSS leadership team will meet on a regular basis to analyze grade level and individual student data. The school uses the data to determine which skills the students have mastered along with identified deficiency areas. The teachers utilize the data to drive instruction. An Extended School Day with extended hour of reading has also been implemented this school year. Academic Tutoring Services (ATS) program will begin in September 23, 2014 and end April 9, 2015.

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: 35,910

Students will receive an extra hour of reading instructions daily. Research based curriculum (I-Ready) will be used for reading instruction during the extended hour.

Strategy Rationale

Student data revealed that student reading is below reading proficiency. Therefore an extended hour of reading has been implemented.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Johnson, La Donna, ladonna.johnson@ocps.net

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

Data will be collected weekly via the tutoring and intervention programs that are used. The MTSS team will analyze the data to determine if the tutoring and interventions are successful and make any necessary changes to the tutoring program.

Strategy: After School Program

Minutes added to school year: 2,820

Students will be able to participate in tutoring and intervention programs after school. Students will receive extra support via technology and hands on activities to enrich and enhance academic achievement in the areas of reading and math.

Strategy Rationale

Student data revealed that student reading is below reading proficiency. Therefore an Academic Tutoring Services (ATS) program will be implemented beginning in October.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Castor, Nicole, 58603@ocps.net

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

Data will be collected monthly via the tutoring and intervention programs that are used. The MTSS team will analyze the data to determine if the tutoring and interventions are successful and make any necessary changes to the tutoring program.

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

Local Head Start and Readiness PreSchool programs are encouraged to begin acclimating students to early education and school readiness curricula during their programs. Early childhood registration for Pre-k and kindergarten during early bird registration sessions are available. Pre-School teachers will work with students throughout the year developing reading, social, and independence skills. At Hiawassee Elementary all kindergarten students will be assessed once they enter school. Screening tools such as ECHOS/FLKRS, and FAIR PMRN will be used throughout the year to determine early readiness information, areas of need, and student growth.

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

Hiawasee will ensure that students are educated about the world outside their community using non-fictional text in order to teach the students about the world, history, and people while preparing students to read these text books.

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

Lessons will infuse the STEM concepts to incorporate career and technical skills to support student achievement.

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

Students are exposed to non-fictional texts throughout all grade levels. Students interact with a variety of text while using Close Reading strategies. I-Ready will be used to support all students in closing the achievement gap.

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.** Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

- G2.** Student achievement will increase when we implement the MTSS process with fidelity, which will also include dis-aggregating and analyzing data for specific subgroups

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. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas. 1a

G040111

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students | 55.0 |
| Math Lowest 25% Gains | 69.0 |
| AMO Reading - All Students | 61.0 |
| ELA/Reading Lowest 25% Gains | 72.0 |
| FCAT 2.0 Science Proficiency | 53.0 |

Resources Available to Support the Goal 2

- Item specifications, IMS, CPalms, Thinking Maps, Acaletics, Journeys, Go Math, Fusion, Marzano Art & Science, tutoring interventions, I-Ready, Instructional Coaches,

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge with DQ2, DQ3, and DQ4
- Teachers are learning the new Florida Standards.

Plan to Monitor Progress Toward G1. 8

i-Observation data, formative assessment data and lesson plan reviews. Student achievement will increase with the implementation of standards based instruction.

Person Responsible

La Donna Johnson

Schedule

Monthly, from 10/8/2014 to 5/29/2015

Evidence of Completion

Performance Matters data, Florida Standards Assessment, Lesson plans-uploade, I observation data/feedback

G2. Student achievement will increase when we implement the MTSS process with fidelity, which will also include dis-aggregating and analyzing data for specific subgroups **1a**

G040112

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students | 55.0 |
| Math Lowest 25% Gains | 69.0 |
| AMO Reading - All Students | 61.0 |
| ELA/Reading Lowest 25% Gains | 72.0 |
| FCAT 2.0 Science Proficiency | 53.0 |

Resources Available to Support the Goal **2**

- MTSS team, I-Ready, Instructional coaches, Journeys, Go Math, Fusion, Voyager

Targeted Barriers to Achieving the Goal **3**

- Teachers lack of knowledge and understanding of how to differentiate instruction for tier 1, 2, and 3 students.

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

Performance Matters data, I observation data, individual student binder data will be reviewed, MTSS meetings

Person Responsible

La Donna Johnson

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Performance Matter data, Florida Standards assessment, I-Ready reports, MTSS meeting notes

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. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas. **1**

 G040111

G1.B1 Lack of knowledge with DQ2, DQ3, and DQ4 **2**

 B096918

G1.B1.S1 Professional development with Learning Science Institute (LSI) consultant to provide support with the implementation of the Marzano framework. **4**

 S108145

Strategy Rationale

Teachers have responded the need for additional support with the Marzano framework of teaching.

Action Step 1 **5**

Provide all instructional staff with professional development on the Marzano framework provided by LSI.

Person Responsible

La Donna Johnson

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Sign in sheets, LSI agenda, meeting notes

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

During walk throughs, teachers will be implementing Marzano strategies aligned to the framework.

Person Responsible

La Donna Johnson

Schedule

Weekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

I observation data/feedback, lesson plans-uploaded

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

Performance Matters data, I observation data/feedback

Person Responsible

La Donna Johnson

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Performance Matters data, I observation data/feedback

G1.B3 Teachers are learning the new Florida Standards. 2

 B104097

G1.B3.S1 Provide professional development on the new OCPS lesson plan template that aligns with the standards. 4

 S115206

Strategy Rationale

The data indicates that the teachers have limited knowledge on the new lesson plan template.

Action Step 1 5

Provide PD on the new lesson plan template with emphasis on the new standards.

Person Responsible

Erlande Laguerre

Schedule

Weekly, from 10/1/2014 to 1/5/2015

Evidence of Completion

The new lesson plan template will be utilized throughout all grade levels.

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

Classroom walk throughs, I observations, and lesson plans, PLCs, lesson plan-uploaded

Person Responsible

La Donna Johnson

Schedule

Weekly, from 10/8/2014 to 5/29/2015

Evidence of Completion

I observations/feedback, lesson plans, PLC meeting notes

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

Performance Matters data, formative assessment data, I observation

Person Responsible

La Donna Johnson

Schedule

Monthly, from 10/8/2014 to 5/29/2015

Evidence of Completion

Performance Matters data, formative assessment data, I observation data/feedback to teachers

G1.B3.S3 PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 reading/writing program, Core Connections, in PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery. 4

 S115464

Strategy Rationale

The data indicates the need for a school-wide writing program that is embedded across content areas.

Action Step 1 5

PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 writing program, in PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery.

Person Responsible

La Donna Johnson

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

PLC meeting notes, student work samples-feedback

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

Teachers will review student work samples, review OC Write data

Person Responsible

La Donna Johnson

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Student work samples with feedback, OC Writes data

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

Student work samples will be analyzed and teachers will provide feedback, OC Writes will be reviewed

Person Responsible

La Donna Johnson

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Student work samples with feedback, OC Writes, Florida Standards assessment

G2. Student achievement will increase when we implement the MTSS process with fidelity, which will also include dis-aggregating and analyzing data for specific subgroups **1**

G040112

G2.B1 Teachers lack of knowledge and understanding of how to differentiate instruction for tier 1, 2, and 3 students. **2**

B096920

G2.B1.S1 Building teacher capacity through professional development on differentiated instructional strategies for tier 1, 2, and 3 students. **4**

S108147

Strategy Rationale

The data indicates that teachers need additional support with the MTSS process.

Action Step 1 **5**

Provide professional development for D.I. strategies for tier 1, tier 2, and tier 3 students.

Person Responsible

Stephanie McShan

Schedule

On 8/13/2014

Evidence of Completion

Sign-In sheets, agenda, meeting notes

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

I observation data/feedback, MTSS meeting notes will be reviewed

Person Responsible

La Donna Johnson

Schedule

Biweekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

Teachers are implementing D.I strategies, data binders on students, classroom walk throughs, MTSS meeting notes

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

Differentiated instruction that is based on data monitoring and that teachers are using best practices with differentiating instruction.

Person Responsible

La Donna Johnson

Schedule

Biweekly, from 8/27/2014 to 5/29/2015

Evidence of Completion

Performance Matters data, I observation data, data binders, I-Ready reports

G2.B1.S2 Assisting teachers with creating rigorous lessons that target students' specific learning needs.

4

 S108148

Strategy Rationale

Once teachers have identified their students by tiers through the MTSS process, students will need to be provided with intervention time and materials at the appropriate level.

Action Step 1 5

Coaches will facilitate common planning with teachers to support them in developing differentiate instruction and center activities.

Person Responsible

Stephanie McShan

Schedule

Biweekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

resources identified in lesson study forms and progressions

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

Participate in common planning meetings and review common planning meeting minutes and center lesson plans.

Person Responsible

La Donna Johnson

Schedule

Weekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

lesson plans-uploaded, lesson study forms and progressions

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

Conduct classroom walk throughs and review lesson plans for differentiated instructional strategies.

Person Responsible

La Donna Johnson

Schedule

Weekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

I observation data, Performance Matters data, formative assessment data

Appendix 1: Implementation Timeline

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

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------|----------------------------------------------------------------------------|--------------------|
| G1.B1.S1.A1 | Provide all instructional staff with professional development on the Marzano framework provided by LSI. | Johnson, La Donna | 9/15/2014 | Sign in sheets, LSI agenda, meeting notes | 5/29/2015 monthly |
| G2.B1.S1.A1 | Provide professional development for D.I. strategies for tier 1, tier 2, and tier 3 students. | McShan, Stephanie | 8/13/2014 | Sign-In sheets, agenda, meeting notes | 8/13/2014 one-time |
| G2.B1.S2.A1 | Coaches will facilitate common planning with teachers to support them in developing differentiate instruction and center activities. | McShan, Stephanie | 9/24/2014 | resources identified in lesson study forms and progressions | 5/29/2015 biweekly |
| G1.B3.S1.A1 | Provide PD on the new lesson plan template with emphasis on the new standards. | Laguerre, Erlande | 10/1/2014 | The new lesson plan template will be utilized throughout all grade levels. | 1/5/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------|
| G1.B3.S3.A1 | PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 writing program, in PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery. | Johnson, La Donna | 9/24/2014 | PLC meeting notes, student work samples-feedback | 5/29/2015 monthly |
| G1.MA1 | i-Observation data, formative assessment data and lesson plan reviews. Student achievement will increase with the implementation of standards based instruction. | Johnson, La Donna | 10/8/2014 | Performance Matters data, Florida Standards Assessment, Lesson plans-uploaded, I observation data/feedback | 5/29/2015 monthly |
| G1.B1.S1.MA1 | Performance Matters data, I observation data/feedback | Johnson, La Donna | 9/24/2014 | Performance Matters data, I observation data/feedback | 5/29/2015 monthly |
| G1.B1.S1.MA1 | During walk throughs, teachers will be implementing Marzano strategies aligned to the framework. | Johnson, La Donna | 9/24/2014 | I observation data/feedback, lesson plans-uploaded | 5/29/2015 weekly |
| G1.B3.S1.MA1 | Performance Matters data, formative assessment data, I observation | Johnson, La Donna | 10/8/2014 | Performance Matters data, formative assessment data, I observation data/ feedback to teachers | 5/29/2015 monthly |
| G1.B3.S1.MA1 | Classroom walk throughs, I observations, and lesson plans, PLCs, lesson plan-uploaded | Johnson, La Donna | 10/8/2014 | I observations/feedback, lesson plans, PLC meeting notes | 5/29/2015 weekly |
| G1.B3.S3.MA1 | Student work samples will be analyzed and teachers will provide feedback, OC Writes will be reviewed | Johnson, La Donna | 9/24/2014 | Student work samples with feedback, OC Writes, Florida Standards assessment | 5/29/2015 monthly |
| G1.B3.S3.MA1 | Teachers will review student work samples, review OC Write data | Johnson, La Donna | 9/24/2014 | Student work samples with feedback, OC Writes data | 5/29/2015 monthly |
| G2.MA1 | Performance Matters data, I observation data, individual student binder data will be reviewed, MTSS meetings | Johnson, La Donna | 9/10/2014 | Performance Matter data, Florida Standards assessment, I-Ready reports, MTSS meeting notes | 5/29/2015 monthly |
| G2.B1.S1.MA1 | Differentiated instruction that is based on data monitoring and that teachers are using best practices with differentiating instruction. | Johnson, La Donna | 8/27/2014 | Performance Matters data, I observation data, data binders, I-Ready reports | 5/29/2015 biweekly |
| G2.B1.S1.MA1 | I observation data/feedback, MTSS meeting notes will be reviewed | Johnson, La Donna | 8/20/2014 | Teachers are implementing D.I strategies, data binders on students, classroom walk throughs, MTSS meeting notes | 5/29/2015 biweekly |
| G2.B1.S2.MA1 | Conduct classroom walk throughs and review lesson plans for differentiated instructional strategies. | Johnson, La Donna | 9/24/2014 | I observation data, Performance Matters data, formative assessment data | 5/29/2015 weekly |
| G2.B1.S2.MA1 | Participate in common planning meetings and review common planning meeting minutes and center lesson plans. | Johnson, La Donna | 9/24/2014 | lesson plans-uploaded, lesson study forms and progressions | 5/29/2015 weekly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

G1.B1 Lack of knowledge with DQ2, DQ3, and DQ4

G1.B1.S1 Professional development with Learning Science Institute (LSI) consultant to provide support with the implementation of the Marzano framework.

PD Opportunity 1

Provide all instructional staff with professional development on the Marzano framework provided by LSI.

Facilitator

LSI consultant and leadership team

Participants

All instructional staff

Schedule

Monthly, from 9/15/2014 to 5/29/2015

G1.B3 Teachers are learning the new Florida Standards.

G1.B3.S1 Provide professional development on the new OCPS lesson plan template that aligns with the standards.

PD Opportunity 1

Provide PD on the new lesson plan template with emphasis on the new standards.

Facilitator

Instructional coaches

Participants

All instructional staff

Schedule

Weekly, from 10/1/2014 to 1/5/2015

G1.B3.S3 PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 reading/writing program, Core Connections, in PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery.

PD Opportunity 1

PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 writing program, in PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery.

Facilitator

Core Connections Consultant with district support

Participants

All instructional staff

Schedule

Monthly, from 9/24/2014 to 5/29/2015

G2. Student achievement will increase when we implement the MTSS process with fidelity, which will also include dis-aggregating and analyzing data for specific subgroups

G2.B1 Teachers lack of knowledge and understanding of how to differentiate instruction for tier 1, 2, and 3 students.

G2.B1.S1 Building teacher capacity through professional development on differentiated instructional strategies for tier 1, 2, and 3 students.

PD Opportunity 1

Provide professional development for D.I. strategies for tier 1, tier 2, and tier 3 students.

Facilitator

MTSS coach and district support

Participants

All instructional staff

Schedule

On 8/13/2014

G2.B1.S2 Assisting teachers with creating rigorous lessons that target students' specific learning needs.

PD Opportunity 1

Coaches will facilitate common planning with teachers to support them in developing differentiated instruction and center activities.

Facilitator

Instructional coaches

Participants

All instructional staff

Schedule

Biweekly, from 9/24/2014 to 5/29/2015

Budget Rollup

Summary

| Description | Total |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Goal 1: Student achievement will increase when teachers apply rigorous standards-based instruction across content areas. | 11,900 |
| Goal 2: Student achievement will increase when we implement the MTSS process with fidelity, which will also include dis-aggregating and analyzing data for specific supgroups | 30,545 |
| Grand Total | 42,445 |

Goal 1: Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

| Description | Source | Total |
|-----------------------------------------------|--------------|---------------|
| B1.S1.A1 - LSI | General Fund | 2,450 |
| B3.S3.A1 - Core Connections training | General Fund | 3,950 |
| B3.S3.A1 - Core Connections Consultant | General Fund | 5,500 |
| Total Goal 1 | | 11,900 |

Goal 2: Student achievement will increase when we implement the MTSS process with fidelity, which will also include dis-aggregating and analyzing data for specific supgroups

| Description | Source | Total |
|----------------------------------------------------|--------------|---------------|
| B1.S2.A1 - I-Ready consultant and PD | Other | 5,500 |
| B1.S2.A1 - I-Ready program | Other | 15,215 |
| B1.S2.A1 - I-Ready Supplemental for reading | General Fund | 9,830 |
| Total Goal 2 | | 30,545 |