



## Ridgewood Park Elementary

3401 PIONEER RD, Orlando, FL 32808

[ 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**

97%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

To lead our students to success with the support and involvement of families and the community.

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

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

#### School Environment

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

Teachers are encouraged to schedule class meetings at least twice a week. Students are taught to problem solve and express their feelings within a safe setting.

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

Students are greeted as they enter the door. Positive music is played throughout the campus each morning to make transitioning into class pleasant. Students were introduced to a positive behavioral approach from the first day of school. Students are given Tiger Bills to encourage positive behavior. The leadership team is visible throughout the campus during arrival and dismissal. The safety patrols also help ensure safety and following rules during arrival and dismissal.

##### 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

Teachers were trained during preplanning in the implementation of the positive behavioral approach school-wide. Consistent school rules and expectations are posted throughout the campus. The rules were introduced the first day of school and reviewed daily. Classroom walk throughs and observations are conducted on a daily basis by administration to ensure that the behavioral system is fairly enforced. The teachers were trained and empowered to follow the classroom behavior intervention process. In order to minimize the loss of instructional time, the school is implementing an alternative to out of school suspension, Positive Alternative to School Suspension (P.A.S.S.). During P.A.S.S., students receive core instruction and intervention.

##### Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school has a full-time guidance counselor who provides counseling, parent training, and social skills training. Additionally, the guidance counselor distributes resources such as eye glasses, food, gas cards, clothes as needed by families.

#### 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**

**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	19	17	15	8	13	11	83
One or more suspensions	2	11	15	20	35	20	103
Course failure in ELA or Math	0	0	20	65	22	34	141
Level 1 on statewide assessment	0	0	0	79	54	41	174

*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	2	11	57	40	30	140

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

### Family and Community Involvement

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

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

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

**Will the school use its PIP to satisfy this question?**

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Parents will be provided substantial opportunities to be involved. The leadership staff of Ridgewood Park will infuse meeting opportunities for parents such as, Meet the Teacher, Open House, monthly family curriculum nights, PTA, SAC, and Title I meetings. Parents also have the opportunity to schedule a meeting with teachers from 7:45 AM-8:10 AM, during the planning periods, and 3:30 - 4:00 PM daily.

**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**

Through our Partners in Education (PIE), we are creating opportunities to support the school and enhance student achievement. During the fall, guest speakers from the community volunteer to speak about their careers to our students during Teach-In. Additional opportunities include violin lessons, Elevate (student mentoring program), and Dramatic Education.

**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
Morrow, Vanessa	Principal
Gladden, Michael	Assistant Principal
Cotterill, Jennifer	Instructional Coach
Drayton, Nathifa	Other
Gainous, Vicki	Dean
Havens, Natalie	Guidance Counselor
Rivera, Cathy	Instructional Coach
SippioWilliamson, Darlene	Instructional Coach
Augustin, Heather	Instructional Coach

**Duties**

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

The principal and assistant principal communicate and monitor the mission and goals set by Orange County Public Schools, ensures that Multi-Tiered Support System (MTSS) is being implemented consistently across grade levels, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. The instructional coaches, dean, and other instructional resource staff provide guidance and support on district plans for student achievement, facilitates data collection, assists with data analysis for Tier 1, 2, and 3.

***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***

Ridgewood Park Elementary has a systematic problem-solving approach. This applies to both academics and behavior.

Teachers and Leadership Team collects and analyzes available data.

Teachers and Leadership Team assesses students requiring additional evaluation.

Teachers and Leadership Team identifies student needs.

Leadership Team identifies available resources.

Leadership Team evaluates and matches our resources to our needs.

Leadership Team monitors the implementation of resources biweekly.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Adrianna Morrison	Parent
Marilyn Powell	Teacher
Ikuko Imanaka	Teacher
Natalie Havens	Teacher
Vanessa C. Morrow	Principal
Pierre Louisaint	Parent
Marie Astreide	Parent
Shalima Mohammed	Parent
Portia Rodriguez	Parent
Robert Rodriguez	Parent
Deon Watson	Parent
Mary Lewis	Parent
Tiffany Lewis	Parent
Javonna McGee	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

The SAC evaluated the 2013-2014 School Improvement Plan (SIP) at the last meeting in May. Teacher, student, and parent surveys were completed and used to create the 2014-2015 SIP.

*Development of this school improvement plan*

Principal will review the 2014-2015 SIP at the first SAC meeting and committee provided input.

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

At the first meeting, the committee will discuss using the money for our current needs.

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

School funds will be used to support School Improvement Goals.

**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
Augustin, Heather	Other
Rivera, Cathy	Instructional Coach

## Duties

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

The major initiative for the 2014-2015 school year will be the implementation of the Florida State Standards and small group instruction, which includes on-going training and professional development. The Literacy Leadership Team, as well as other resource staff members, will mentor, coach, and support instructors on each grade level.

## 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 offer opportunities for common planning with instructional coaches weekly. At Ridgewood Park, beginning teachers are provided with mentor teachers to assist. Instructional coaches support teachers through the coaching cycle.

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

Follow the district's process of hiring of highly qualified candidates  
Coaching, mentoring, and providing professional learning opportunities along with constructive feedback  
Classroom visits with immediate feedback  
Sending teachers to various local and national conferences  
New teachers are paired with a mentor and attend Great Beginnings

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

The instructional coach will assign mentors to beginning teachers. The mentors chosen will have four or more years of successful classroom experience along with Clinical Educator training. Mentors will provide weekly feedback to mentees. Monthly meetings will be held to provide curriculum, social, and emotional support. The academic coach and other trained resource personnel, including administrators, will conduct peer observations using the iObservation tool as required/or needed. The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each Marzano domain. The mentor will be given release time to observe the mentee. The mentee will be given release time to observe the mentor and other highly effective teachers throughout the grade level. Time is given for feedback, coaching, and planning. The academic coach will provide ongoing teacher support and will ensure comprehensive instruction techniques are used. She will provide peer evaluation and help teacher monitor their progress. The reading coach will provide model lessons using reading and writing strategies. The math coach will provide model lessons using math strategies. The instructional coach will facilitate monthly meetings to guide the mentee through the school based and district required teacher induction program.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

## Instructional Programs

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

Teachers follow the Scope and Sequence provided by Orange County Public Schools (OCPS). During common planning, teachers meet to discuss effective strategies for student learning. Additional resources are shared based on the test item specifications for intermediate grades and Florida State Standards to ensure all standards are taught with rigor and fidelity.

## 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***

Through the MTSS process, data determines the levels of support students will receive during small group instruction in both reading and math. Data also determines how instructional materials will be differentiated or modified to best meet the needs of each individual student. Students not meeting proficiency on state and district assessments are provided comprehensive interventions matched to their specific 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:** Extended School Day

**Minutes added to school year:** 10,800

Ridgewood Park will offer extra instruction in reading for one hour each day. This hour will include opportunities for interactive read alouds, differentiated small group instruction, and cooperative structures.

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

By providing an additional time for reading instruction, we aim to close the learning gap.

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

- Core Academic Instruction

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

Morrow, Vanessa, vanessa.morrow@ocps.net

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

Teachers will administer OCPS benchmark assessments and common assessments based on the Florida State Standards. Data will be analyzed after each assessment and instructional changes will be implemented, if needed.

## 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***

Pre-K teacher collaborates with kindergarten teachers to discuss the kindergarten curriculum. Pre-K parents are also invited to Family Fun Nights where student expectations are discussed. The parents are encouraged to attend SAC and PTA meetings. Fifth grade students are invited to attend the middle school orientation. During this time, they are able to tour the campus, visit classrooms, and meet their future middle school counselors.

### **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***

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

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

## 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.** Systematically developing the common knowledge of teachers to use standards-based instruction to increase student achievement.
  
- G2.** Systematically monitor student data to make informed instructional decisions through the MTSS process.

## 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. Systematically developing the common knowledge of teachers to use standards-based instruction to increase student achievement.** 1a

G040538

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0

**Resources Available to Support the Goal** 2

- MTSS Team, Florida State Standards, Marzano, common planning, professional development, side by side coaching

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack of knowledge regarding how to teach the standards and implement instructional practices

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

Collect and analyze data from OCPS benchmark assessments

**Person Responsible**

Vanessa Morrow

**Schedule**

Monthly, from 9/19/2014 to 3/19/2015

**Evidence of Completion**

Increase in student achievement growth from OCPS benchmark assessments

**G2. Systematically monitor student data to make informed instructional decisions through the MTSS process.** 1a

G040172

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0

**Resources Available to Support the Goal** 2

- Data from Voyager Passport, running records, Lexia, ST Math, Leveled Literacy Interventions, Journeys, Go Math, and other on-going progress monitoring assessments.

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack of expertise in analyzing data to meet student needs.

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

Analyze data in Tier 1, 2 and 3

**Person Responsible**

Vanessa Morrow

**Schedule**

Biweekly, from 8/11/2014 to 6/3/2015

**Evidence of Completion**

Common assessment data reports, computer based ongoing progress monitoring

## 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.** Systematically developing the common knowledge of teachers to use standards-based instruction to increase student achievement. **1**

 G040538

**G1.B1** Teachers lack of knowledge regarding how to teach the standards and implement instructional practices **2**

 B100643

**G1.B1.S1** Provide professional development on the depth of knowledge of the standards and effective instructional strategies. **4**

 S111914

### Strategy Rationale

By building common knowledge, the teachers will have a repertoire of best practices to impact student achievement data.

### Action Step 1 **5**

Schedule and provide professional development

#### Person Responsible

Vanessa Morrow

#### Schedule

Biweekly, from 8/11/2014 to 6/3/2015

#### Evidence of Completion

Sign in sheets, agendas, reflection logs, guided notes

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

Observe PLCs, data meetings, and classroom instruction to determine if teachers are putting into practice the knowledge learned from professional development

**Person Responsible**

Vanessa Morrow

**Schedule**

Weekly, from 8/11/2014 to 6/3/2015

***Evidence of Completion***

Agenda, exit slips, sign in sheet, data binders, Effective Educators data

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

Analyze data from the research based interventions, fluency probes, and mini-assessments to check effectiveness of strategies

**Person Responsible**

Vanessa Morrow

**Schedule**

Biweekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Performance Matters reports, Lexia reports, Voyager Passport reports, ongoing progress monitoring

**G2.** Systematically monitor student data to make informed instructional decisions through the MTSS process.

1

G040172

**G2.B1** Teachers lack of expertise in analyzing data to meet student needs. 2

B097087

**G2.B1.S1** Provide Professional Learning Community (PLC) to extend the teachers' expertise in analyzing data to impact student achievement over time. 4

S114364

### Strategy Rationale

Empowering teachers to monitor the effectiveness of their instruction and make timely changes as needed will ensure student achievement.

### Action Step 1 5

Analyze data during PLC

#### Person Responsible

Vanessa Morrow

#### Schedule

Biweekly, from 8/11/2014 to 6/3/2015

#### Evidence of Completion

Data binder, agenda, sign in sheets

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

Classroom walkthroughs, progress monitoring data

#### Person Responsible

Vanessa Morrow

#### Schedule

Daily, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

Effective Educators' data, emails, data binders, ongoing progress monitoring data

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

Observations during PLC and reviewing data from common assessments

**Person Responsible**

Vanessa Morrow

**Schedule**

Biweekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Effective Educators' data, emails, data binders, common assessments, ongoing progress monitoring 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	Schedule and provide professional development	Morrow, Vanessa	8/11/2014	Sign in sheets, agendas, reflection logs, guided notes	6/3/2015 biweekly
G2.B1.S1.A1	Analyze data during PLC	Morrow, Vanessa	8/11/2014	Data binder, agenda, sign in sheets	6/3/2015 biweekly
G1.MA1	Collect and analyze data from OCPS benchmark assessments	Morrow, Vanessa	9/19/2014	Increase in student achievement growth from OCPS benchmark assessments	3/19/2015 monthly
G1.B1.S1.MA1	Analyze data from the research based interventions, fluency probes, and mini-assessments to check effectiveness of strategies	Morrow, Vanessa	8/18/2014	Performance Matters reports, Lexia reports, Voyager Passport reports, ongoing progress monitoring	6/3/2015 biweekly
G1.B1.S1.MA1	Observe PLCs, data meetings, and classroom instruction to determine if teachers are putting into practice the knowledge learned from professional development	Morrow, Vanessa	8/11/2014	Agenda, exit slips, sign in sheet, data binders, Effective Educators data	6/3/2015 weekly
G2.MA1	Analyze data in Tier 1, 2 and 3	Morrow, Vanessa	8/11/2014	Common assessment data reports, computer based ongoing progress monitoring	6/3/2015 biweekly
G2.B1.S1.MA1	Observations during PLC and reviewing data from common assessments	Morrow, Vanessa	8/18/2014	Effective Educators' data, emails, data binders, common assessments, ongoing progress monitoring data	6/3/2015 biweekly
G2.B1.S1.MA1	Classroom walkthroughs, progress monitoring data	Morrow, Vanessa	8/18/2014	Effective Educators' data, emails, data binders, ongoing progress monitoring data	6/3/2015 daily

**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.** Systematically developing the common knowledge of teachers to use standards-based instruction to increase student achievement.

**G1.B1** Teachers lack of knowledge regarding how to teach the standards and implement instructional practices

**G1.B1.S1** Provide professional development on the depth of knowledge of the standards and effective instructional strategies.

### **PD Opportunity 1**

Schedule and provide professional development

#### **Facilitator**

Administration, Coaches

#### **Participants**

Instructional staff, tutors

#### **Schedule**

Biweekly, from 8/11/2014 to 6/3/2015

**G2.** Systematically monitor student data to make informed instructional decisions through the MTSS process.

**G2.B1** Teachers lack of expertise in analyzing data to meet student needs.

**G2.B1.S1** Provide Professional Learning Community (PLC) to extend the teachers' expertise in analyzing data to impact student achievement over time.

### **PD Opportunity 1**

Analyze data during PLC

#### **Facilitator**

Administration, coaches

#### **Participants**

Instructional staff, tutors

#### **Schedule**

Biweekly, from 8/11/2014 to 6/3/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0