

Winegard Elementary

7055 WINEGARD RD, Orlando, FL 32809

[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
90%

School Grades History

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

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

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

At Winegard, we learn about students' cultures and build relationships between teachers and students through various school activities and events. One way is through the completion of the Home Language Survey by parents during the registration process and the programmatic assessment. At Meet the Teacher Day and Open House, teachers have the opportunity to meet their students' families and gather information about their students.

During Hispanic Heritage Month and Multicultural Night, students and their families learn about different cultures represented by our student population. Students in every grade level prepare projects about the country they choose to represent. Students display their work and share authentic dishes and cultural facts about their country during the event.

The "bucket-filling philosophy" is taught and reinforced every day among faculty, staff, students, and families. Students and teachers read *How Full is Your Bucket* and *How Full is Your Bucket for Kids* to learn about contributing to a positive and healthy culture and climate at Winegard.

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

Winegard teachers and staff build relationships with the student body and are responsive to their needs during all phases of their school day. Every morning, students are welcomed and greeted by the principal, assistant principal, and/or various members of the staff as they arrive to our campus. Teachers review rules and procedures as well as the OCPS Student Code of Conduct with all students at the beginning of the school year and at the start of every grading period. Various members of the faculty and staff have morning, lunch, and afternoon duties throughout the school to supervise and assist students. A dismissal procedure is in place to ensure the safety and safe return home of all of our students. In addition, our community liaison and dean conduct an orientation once a month for all new students.

The Positive Behavior Support system is based on the bucket-filling philosophy. Winegard's ABCs of Patriot Behavior are: be an Active learner, Be responsible, and be a good Citizen. The ABCs are reinforced by distributing Shop Drops (drops in the bucket) to any student, staff member, or parent who displays these characteristics. Shop Drops may be spent in the PBS catalog (students) or entered into drawings for prizes (parents and staff).

Character education is provided through the Learning for Life program, Elevate Orlando, and the OCPS Change Starts with Me program.

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

Winegard has implemented a schoolwide behavioral system called PBS (Positive Behavior Support). PBS has three clear and concise expectations every teacher has been empowered to follow: Redirect, Reteach, and Refer students who need additional behavioral assistance. Winegard has adopted a reward system called "Shop Drop" that recognizes positive student behavior, encourages parental support and participation, and recognizes school staff for going above and beyond. Students, parents, and staff may redeem their shop drops for prizes donated by our Partners in Education. Winegard's PBS Team established a protocol for disciplinary incidents. Student behavior and interventions are documented using the Observed Student Behavior Report (OSB) form. The OSB procedure begins when a teacher observes a student repeatedly breaking a school rule. The PBS protocol asks that the teacher take the time to redirect and reteach the expectation before requesting additional behavior interventions. After the third infraction (within a 30 day period), the teacher will inform the Administrative/Behavior team to request assistance. This will include a student conference, behavior contract, and parental contact. If, after these interventions, the behavior continues, an official OCPS discipline referral will be issued. If the student offense is such that it falls in the category of a Level 3 or Level 4 offense, the Administrative/Behavior team will address the problem without teacher intervention required. Teachers have an electronic version of the OSB form. The PBS system and the OSB protocol were introduced to the entire faculty and staff during preplanning. An electronic version of the OSB form and behavior charts were made available shortly thereafter on the school's Sharepoint. Questions about the form or the process have been handled when questions have arisen. The PBS protocol will be presented to parents and community members at Grade Level Family Nights. Additional training and/or assistance will be given as the need arises.

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 ensures the social-emotional needs of all students are being met by educating the staff about available resources and who to contact when there is a need. We utilize counseling services through SEDNET providers, the school social worker, and the Oak Ridge Neighborhood Center for Children and Families. We also have staff and volunteer mentors who will work with students. Character education is provided through the Learning for Life program, a program funded by Boy Scouts of America. The program aligns with the OCPS Change Starts with Me initiative to provide one lesson per month on the character trait of that month. The program also provides posters about the character trait for each classroom at Winegard, as well as certificates for each Star Patriot, students of the week from each classroom, who have exhibited the character trait of the month. Elevate Orlando is a group of high school students from our feeder pattern school who provide a character education lesson for our fifth graders once per week. Teen Trendsetters, a group of high school students from our feeder pattern school, mentor 30 third graders for one hour each week. Lockheed Martin employees, from the local branch of this aerospace engineering company, mentor approximately 40 fourth graders for one hour each week, as they tutor them in mathematics.

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

The Leadership Team meets regularly to sustain a culturally embedded problem solving environment to promote an exemplary school with remarkable teachers and students. During the weekly meetings,

the team reviews data to make instructional decisions. Teachers have the responsibility of tracking how core and tier 2 instruction is not addressing the academic concerns of the student. Progress monitoring data, at each grade level, is reviewed to identify students who are at moderate risk or high risk of not meeting benchmark expectations and also identify those students who are meeting or exceeding benchmarks. Based on the above data, the team recommends resources and identifies professional development. The team also collaborates regularly to share effective practices and evaluate the implementation and practice of new processes.

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 | 22 | 22 | 16 | 14 | 13 | 20 | 107 |
| One or more suspensions | 9 | 13 | 11 | 8 | 16 | 16 | 73 |
| Course failure in ELA or Math | 0 | 0 | 42 | 14 | 9 | 27 | 92 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 53 | 27 | 24 | 104 |

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

| Indicator | Grade Level | | | | | | Total |
|--|-------------|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 1 | 3 | 11 | 18 | 17 | 20 | 70 |

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

Winegard employs various strategies to improve the academic performance of students identified by the early warning system.

- 1.) The Before and After School Tutoring program provides tutoring services in Reading and Math for students in first grade through fifth grade, twice a week for a total of 120 minutes per week. The program begins in September 2014 and ends in May 2015. Students are selected to participate based on multiple measures of current and prior year data. Teachers will monitor their students' progress through observations, formative and summative assessments, and i-Ready intervention program data. The CRT and reading coach will monitor the implementation and effectiveness of the strategy.
- 2.) Winegard adopted the i-Ready reading and math intervention program. i-Ready employs an online, adaptive, individualized, diagnostic assessment which determines competency on Common Core math and reading skills. The test is used to determine areas of student strength and need in key strands or domains. Results drive instruction, remediation, and enrichment as teachers work toward satisfying each student's individual needs. Teachers have immediate access to student data and are able to plan appropriate instruction for each child and monitor their progress regularly.
- 3.) The Minority Achievement Office has funded two acceleration initiatives: third grade reading and fifth grade math. These groups of minority bubble students scored at Level 2 or low Level 3 on the FCAT in 2014. Tutoring is provided twice per week for a total of three hours.
- 4.) In school, Intensive Reading is taught during special area time (with a signed PE waiver from the parent) for 30 third graders, 30 fourth graders and 15 fifth graders.
- 5.) Tutors are hired via Title I funding. They work with small groups of struggling students during the school day in the classrooms.
- 6.) Volunteer tutors and mentors are utilized (including Read2Succeed and the Lockheed Martin Math

Mentors program) to assist struggling students.

7.) Saturday school is utilized for additional tutoring time in reading, math, writing and science for students in grades 3-5.

8) Winegard has implemented a schoolwide behavioral system called PBS (Positive Behavior Support). PBS aims to build effective environments in which positive behavior is more effective than problem behavior. PBS emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes. It also provides the foundation for a Multi-Tier System of Support (MTSS). The Observed Student Behavior (OSB) form ensures that teachers have employed a series of interventions (including reteaching a broken rule, implementing a behavior contract, contacting the parents, and referring the student for counseling at school) prior to writing a discipline referral. Along with PBS, Winegard has adopted a reward system called Shop Drop. This reward system recognizes positive student behavior, encourages parental support and participation, and recognizes school staff for going above and beyond. Students may also receive shop drops for improving their attendance and academics. Students, parents, and staff may redeem their shop drops for prizes donated by our Partners in Education.

9.) Attendance reports are pulled on a weekly basis. The dean is responsible for sending home initial 5-day absence letters, monitoring these students' attendance, meeting with the parents, involving the social worker, and writing attendance contracts.

10.) Early parent conferences are held (prior to the typically scheduled 9-weeks report card conference) to inform parents of students who are struggling with academics, behavior and/or attendance.

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/63242>.

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

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 is by maintaining positive relationships. We have open communication with our partners in education and share how their support has impacted our school and student achievement. We display our appreciation in various methods and ensure the partnership recognizes the value of their support.

All partners and community members who have an e-mail address receive a weekly news brief on Sunday evening. Each week, a partner is highlighted for their contributions to Winegard.

Partners in education receive special cards, letters and artwork from our students multiple times each year. They are invited to a special breakfast to honor their partnership with us during the Spring, where our students perform and they are given a small token of appreciation.

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 |
|-------------------|---------------------|
| Helton, Julie | Principal |
| Arias-Seijo, Ida | Assistant Principal |
| Carey, Aimee | Instructional Coach |
| Besedick, Stephen | Dean |
| Gardner, Dixie | Instructional Coach |
| Jones, Antwanette | Instructional Coach |
| Rosario, Diane | Instructional Coach |
| Bearden, Robert | Instructional Coach |

Duties

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

The leadership team will build and sustain a clear vision and mission for the school through shared leadership, collaboration, the development of learning communities, gathering, analyzing and disaggregating data, and monitoring curriculum and instruction. The principal and assistant principal will serve as role models for teaching and learning while continually seeking tools and ideas to foster school improvement. The leadership team will monitor progress of the outlined objectives and will provide instructional support to teachers in the areas of instructional practice, intervention, enrichment, MTSS, data analysis, and ongoing progress monitoring. Through shared leadership and decision making, teachers will be encouraged to reflect and collaborate to improve teaching and learning.

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

All funding supports the School Improvement Plan at Winegard Elementary School. Title I funding is used for personnel salaries for the parent involvement coordinator, community liaison, and curriculum resource teacher. These positions are integral, as evidenced in this SIP, to the success of Winegard in reaching its goals. These three positions coordinate the wrap-around services that are necessary to attack and monitor the early warning system. Title I funding also provides training for teachers in reading and math strategies, as well as salaries for tutors (before and after school, as well as during the school day). Title I provides the funding for the i-Ready reading and math intervention program and other tutoring materials aligned to the Florida standards.

Title III supports Winegard Elementary with funding for Imagine Learning, a program for language learning that is provided to our ELL newcomers.

Supplemental Academic Instruction funds before and after school tutoring salaries.

All students at Winegard Elementary receive free breakfast and lunch, which supports their day of learning.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-------------------|--------------------|
| Fresia Gomez | Parent |
| Ivette Valentin | Parent |
| Dawn Chehab | Teacher |
| Alexis Garcia | Parent |
| Julie Helton | Principal |
| Sonia Gomez | Parent |
| Ms. Boyd | Business/Community |
| Beverley Williams | Student |

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council (SAC) provided input for the school improvement goals and activities throughout the school year 2013-2014. Goals and activities were regularly reviewed and updated. In May of 2014, the school improvement plan goals were reviewed and updated with input from the SAC. The SAC survey was distributed to all families, and the feedback was used as input into the 2015 school improvement plan.

Development of this school improvement plan

The current 2014-2015 goals and activities are a result of the review of last year's goals and data, as well as the annual SAC survey. Deletions, additions and continuations are found within this plan based on input from the SAC. Throughout the year, discussions will take place regarding the school's progression to meeting the SIP goals, informing parents about school activities and events, school budget, and any additional changes that may occur throughout the school year.

Preparation of the school's annual budget and plan

The SAC provided input into the school improvement plan, and as such, the school budget. Reading and math interventions and tutoring, teacher training, and attendance and behavior incentives are at the heart of the plan to ensure that Winegard's students achieve their potential.

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

The SAC approved three expenditures last year from previously allocated school improvement funds. Accelerated Reader, used by all students for reading motivation and comprehension, was \$5,000. Reading A-Z, an online set of materials used by all teachers, was \$500. Each child received a book for a summer reading project, and this expenditure was shared evenly with the PTA. Each group spent \$350.

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 |
|-------------------|---------------------|
| Helton, Julie | Principal |
| Arias-Seijo, Ida | Assistant Principal |
| Bearden, Robert | Instructional Coach |
| Gardner, Dixie | Instructional Coach |
| Carey, Aimee | Instructional Coach |
| Jones, Antwanette | Instructional Coach |
| Rosario, Diane | Instructional Coach |

Duties

Describe how the LLT promotes literacy within the school

Literacy Awareness/Education for Parents: The Literacy Committee will host a Literacy Night in November, where parents will be informed how they may assist their children with reading and writing at home. The committee will also host three literacy make and take sessions for pre-kindergarten and kindergarten parents throughout the year, where parents and students will learn theme-based literacy strategies and make practice manipulatives to take home along with a book.

Schoolwide Writing: The Literacy Committee will provide monthly writing prompts for the K-5 grade students at Winegard. Each teacher will score the monthly prompts and submit the top scoring essay to the committee. The committee will choose a winning essay from each grade level to recognize for their writing achievement.

Instilling a Love of Reading: The Literacy Committee has worked to refurbish the Media Center and make it a more inviting area for all students and families. The committee also assisted with the continuation of the Accelerated Reader program, ensuring that teachers help students set and monitor goals and choose an AR Star each week.

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

The administration is responsible for developing and encouraging positive working relationships between teachers, including collaborative planning and instruction.

The following strategies are implemented at Winegard:

1. Teachers meet regularly with the principal, assistant principal, and instructional coach.
2. Common planning time is provided for all grade levels. Teachers plan, discuss data, and function as Professional Learning Communities.
3. Members of the leadership team are assigned to each grade level to provide ongoing guidance and support, as well as act a liason to the administration.

4. Faculty and staff are provided ongoing professional development to target specific needs as identified and to meet district initiatives.
5. Teachers new to the district or to the school are provided mentors for additional support.

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

All instructional vacancies are posted to the school district's recruitment Web site. Resumes are screened and qualified candidates are interviewed by a selection committee at Winegard Elementary. The committee is chosen based on the instructional area or grade level in need of a teacher. Once the committee has selected a candidate and the principal has extended an offer for employment, the candidate is registered for the pre-employment orientation held at the district office. All cleared candidates become part of the Winegard family and are assigned a mentor teacher either on their grade level or having something in common with them. Mentor/mentee meetings are scheduled regularly for teambuilding and topic discussion. All teachers meet weekly in professional learning communities to discuss data, plan common lessons and write common assessments. Training is also held specifically for new teachers, and for those new to Winegard, to inform them of Winegard policies, procedures, teaching materials, and more. The reading coach is responsible for pairing mentors and mentees, while the entire leadership team and other teacher leaders provide training and assistance.

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

Winegard's mentoring program began during pre-planning in August. The leadership team met with mentors and explained the importance of mentoring new/beginning teachers. They were each given a folder in which to document the weekly meetings they are required to have with their mentees. Aside from weekly meetings between mentors and mentees, mentees are an integral part of each grade level professional learning community where they receive support with unit and lesson planning, evaluating students, and using data to drive instruction.

The leadership team also met with mentees and had a scavenger hunt to introduce them to the facility and procedures at Winegard. The last item on the scavenger hunt was for the mentee to find his/her mentor.

The mentor/mentee pairing was done in the following manner:

1. Each mentor had to complete Clinical Educator Training and online mentoring course, a district requirement.
2. Each mentee was paired with a teacher who completed the above and is a leader on our campus and has shown increases in student achievement.

The administration will provide training for teachers new to the Marzano evaluation system as well as programs and resources used at Winegard Elementary.

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. Additionally, the principal, assistant principal, and a member of the leadership team will meet with each grade level twice a week to go

over lesson plans, assessments, and to discuss student data and strategies to improve student performance and learning.

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

Winegard Elementary teachers and staff access and analyze data to monitor the effectiveness of core curriculum and differentiate instruction to meet the diverse needs of our students. Teachers review the various data sources to make instructional decisions. Progress monitoring data, at each grade level, is reviewed to identify students who are at moderate risk or high risk of not meeting benchmark expectations and also identify those students who are meeting or exceeding benchmarks. Each grade level data-base is managed by the school's reading coach and the curriculum resource teacher. The data-base is located in the school's SharePoint.

Examples of Academic Data Sources:

1. FAIR Assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators).
2. Performance Matters (Benchmark Data)
3. Orange Writes
4. Write Score
5. Student Grades
6. iReady
7. STAR Reading
8. FLKRS
9. Interim Assessments

Examples of Behavior Data Sources:

1. Referrals by student behavior
2. Observed Student Behavior (OSB) Report
3. Behavior Intervention Plans

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

Strategy: After School Program

Minutes added to school year: 3,360

Students are identified for after school tutoring by reviewing initial student data. Students stay after school for two hours each week to receive tutoring in reading and/or mathematics, depending on their needs. The hour block is divided into three 20-minute sessions with the teacher. One station is skill work with teacher guidance, the second station is cooperative practice via educational activities with peers, and the third station is for working on either Imagine Learning (language/literacy) or i-Ready (literacy and math).

Strategy Rationale

Students receive instruction in core academic subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Arias-Seijo, Ida, ida.ariasseijo@ocps.net

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

Imagine Learning and i-Ready computer programs collect data and reports are accessed for time-on-task and student progress. Data from these reports are used to drive tutoring skill groups, as well as data from teacher formative assessments.

Strategy: After School Program

Minutes added to school year: 6,720

The Media Center and computer lab will be open to all families for four additional hours per week. Imagine Learning and iReady may be used in the computer lab, and special features will be arranged in the Media Center based on the time of year (i.e. Hispanic Heritage Month, Black History Month) or grade level curriculum units. Students and their parents may read and check out books. A follow-up activity will be distributed with each book checked out.

Strategy Rationale

Providing additional time and resources for families that may need academic assistance or the use of a computer will enrich the students' learning experience.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Helton, Julie, julie.helton@ocps.net

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

Sign-in sheets will determine the number of families taking advantage of this opportunity. A family activity page will accompany the books read and/or checked out during the extended time. Students will return the activity page with their book. Imagine Learning and iReady usage and achievement reports will indicate time on task above and beyond the classroom computer time.

Strategy: After School Program

Minutes added to school year: 3,360

Students are identified for after school enrichment by reviewing previous FCAT scores and initial student data. Students stay after school for two hours each week to participate in hands-on enrichment activities. They are able to exercise higher-level thinking such as generating and testing hypotheses, and designing and conducting experiments.

Strategy Rationale

Providing higher level enrichment activities will ensure that our high academic achievers are challenged and supported.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Arias-Seijo, Ida, ida.ariasseijo@ocps.net

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

Student journals and reflections (formative assessments) are used to determine the effectiveness of after school enrichment. Students should demonstrate increased higher level thinking skills. Mini-benchmark assessments and benchmark assessments are also used to determine the effectiveness of the enrichment 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

We believe as though transition needs to be treated as a great adventure! We help with transition by setting up events for students to attend, like Meet-the-Teacher, Open House, and Curriculum Night. We encourage our parents and future students to come and meet the teacher before the first day of school so they feel comfortable with the change. Teachers also assign "buddies" or "partners" during the first week of school so the child does not feel lost or confused. Teachers are encouraged to have constant communication with parents through phone calls, newsletters, and notes home. To ensure academic success, all students are assessed using the i-Ready reading and math diagnostic assessment to identify learning strengths and areas of need immediately so instructional time and interventions/enrichment can be provided immediately upon entering Winegard. In addition, our leadership team works closely with teachers and parents to identify students who need additional academic, behavior, or community support when they enroll and throughout the year to provide resources as needed.

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

Winegard takes a proactive and targeted role in identifying, guiding, fostering, and advising individual students in academic and early career planning. All instructional and administrative teams review

student

academic progress and goals by disaggregating student performance data. PLCs also meet weekly with a member of the leadership team to discuss individual students' strengths and opportunities for growth across core academics. In addition, Winegard is an AVID certified School. AVID, which stands for Advancement Via Individual Determination, is a program designed to give the necessary support to students to prepare them for college and career readiness and to help them achieve their fullest potential. The AVID program supports students by teaching and reinforcing study and organizational skills. Both collaborative and independent learning opportunities are provided in a forum in which students are simultaneously nurtured and challenged. With the support of different universities around the country, we are able to establish a college culture throughout the school. The University of Central Florida Burnett Honor College, teaches five weeks of AVID based lessons to students in grades 1-5.

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

To prepare our students for 21st century careers with technology and industry, Winegard has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Additionally, Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects.

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

Winegard is an AVID certified School. AVID, which stands for Advancement Via Individual Determination, is a program designed to give the necessary support to students to prepare them for college and career readiness and to help them achieve their fullest potential. The AVID program provides all students with fundamental skills to promote academic success, self-efficacy, and self-advocacy as they begin their educational journey. AVID Elementary is integrated into the daily routines and curricula across all grade levels to impact and support all students on the path to college readiness. Winegard has established a partnership with Lockheed Martin to mentor students in fourth grade toward a STEM career and also tutors students once a week in math. Additionally, computer based intervention and motivation programs, such as i-Ready and Accelerated Reader, are used to build academic achievement and increase motivation.

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

The strategies implemented at Winegard for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through DRA, STAR Reading and Math, Journeys and Go Math are used to identify deficiencies. Teachers form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting. The quarterly honor roll award ceremonies recognize academic achievement for K-5 students earning A and B letter grades. At the end of the school year, fifth grade students participate in the Bridging Ceremony which honors and recognizes students' accomplishments in elementary school, and prepares them for their middle school experience.

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.** Increase student achievement as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework.

- G2.** Increase student attendance at Winegard Elementary School

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. Increase student achievement as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework. 1a

G040583

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 64.0 |
| AMO Math - All Students | 57.0 |
| AMO Reading - ELL | 61.0 |
| AMO Reading - SWD | 45.0 |
| AMO Math - ELL | 54.0 |
| AMO Math - SWD | 42.0 |

Resources Available to Support the Goal 2

- Teacher training and PLC work with Florida Standards
- Teacher training on Instructional Framework

Targeted Barriers to Achieving the Goal 3

- Teachers do not fully understand the Florida Standards and Marzano's Instructional Framework.

Plan to Monitor Progress Toward G1. 8

Mini-benchmark and benchmark assessment data will be collected and disaggregated by the CRT. It will be shared at weekly administrative team meetings and weekly PLC meetings in order to drive instruction.

Person Responsible

Julie Helton

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data of students should be progressing. Students who continue to struggle will be recommended for tutoring, parent meetings will be held, and all available personnel will provide assistance in the classrooms during the school day.

G2. Increase student attendance at Winegard Elementary School 1a

G040585

Targets Supported 1b

| Indicator | Annual Target |
|-----------------|---------------|
| Attendance rate | 96.0 |

Resources Available to Support the Goal 2

- School Dean
- School personnel who may act as mentors
- Positive Behavior Support system
- School social worker

Targeted Barriers to Achieving the Goal 3

- Lack of parent support and follow-up

Plan to Monitor Progress Toward G2. 8

Attendance statistics will be pulled each week and compared to the previous year; attendance statistics will also be monitored, by student, to ensure that interventions are aiding in the decrease of absences.

Person Responsible

Ida Arias-Seijo

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Data will show that the number of absences has decreased over the previous year.

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. Increase student achievement as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework. **1**

 G040583

G1.B1 Teachers do not fully understand the Florida Standards and Marzano's Instructional Framework. **2**

 B098209

G1.B1.S1 Provide two hours per week in Professional Learning Communities with instructional coaches and administration to intentionally plan using the Florida Standards and Marzano's Instructional Framework. **4**

 S109496

Strategy Rationale

Providing time to plan intentionally with guidance from those who have received additional training in the Florida Standards and Instructional Framework will result in more effective instruction and improved academic achievement.

Action Step 1 **5**

Provide common planning time within the master schedule, which will include technical assistance with unwrapping and teaching the Florida Standards and employing the Marzano Instructional Framework.

Person Responsible

Julie Helton

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Master Schedule

Action Step 2 5

Provide training on Florida Standards and the Florida Standards Assessments.

Person Responsible

Julie Helton

Schedule

On 8/13/2014

Evidence of Completion

Sign-in sheets from training; PowerPoint and training materials

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

Twice weekly PLC planning meetings will be attended by administration and instructional coaches, who will be active participants.

Person Responsible

Julie Helton

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Unit and lesson plans

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

Person Responsible

Schedule

Evidence of Completion

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

Data from formative and summative assessments will be reviewed during the twice-weekly PLC meetings

Person Responsible

Julie Helton

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Fluid data spreadsheets containing all assessments from August through June

G1.B1.S2 Administration and instructional coaches will review lesson plans and provide feedback. 4

 S109497

Strategy Rationale

Providing feedback on lesson plans will assist teachers in improving their instructional delivery and therefore, student achievement.

Action Step 1 5

Provide an area on SharePoint for teachers to post weekly lesson plans, and check them weekly.

Person Responsible

Julie Helton

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Action Step 2 5

Provide teachers with feedback on lesson plans on a weekly basis.

Person Responsible

Julie Helton

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Lesson plans will be reviewed weekly to ensure that they meet the level of rigor needed for the Florida Standards and that Marzano's Instructional Framework is utilized.

Person Responsible

Julie Helton

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Lessons will be checked while administration and instructional coaches observe in classrooms to ensure that what was planned is being taught.

Person Responsible

Julie Helton

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans and classroom observation data

G1.B1.S3 Administration and instructional coaches who have been trained in observing and providing feedback on Marzano's Instructional Framework will observe and provide feedback on a two-week rotation. **4**

 S127287

Strategy Rationale

Providing feedback on instructional delivery will assist teachers in improving their practice and therefore, student achievement.

Action Step 1 **5**

Administration and instructional coaches will observe classroom instruction and provide actionable feedback to teachers to improve instruction.

Person Responsible

Julie Helton

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom observation data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 **6**

Administration will pull reports from iObservation to ensure that feedback being delivered to teachers is timely and actionable.

Person Responsible

Julie Helton

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

iObservation reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Evidence of instructional improvement should be seen in subsequent classroom observations following initial feedback.

Person Responsible

Julie Helton

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom observation data

G2. Increase student attendance at Winegard Elementary School 1

 G040585

G2.B1 Lack of parent support and follow-up 2

 B098216

G2.B1.S1 Employ a weekly attendance monitoring system, whereby attendance reports are run; parent contact is made via letter, phone and in person; the social worker visits the home, if necessary; and the OCPS attendance framework is closely followed. 4

 S127295

Strategy Rationale

Closely following timelines for alerting parents and following up with them on attendance issues should result in decreased absences and tardies.

Action Step 1 5

Run weekly attendance reports and follow the OCPS attendance monitoring steps for sending warning letters, calling parents, and meeting with parents.

Person Responsible

Ida Arias-Seijo

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Weekly attendance reports; student attendance files including warning letters, phone logs and meeting reports

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

The school dean will be responsible for pulling the weekly report and following up with parents. The dean and social worker will attend the weekly MTSS committee meeting to report on attendance issues and progress.

Person Responsible

Ida Arias-Seijo

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Weekly attendance reports; student attendance files including warning letters, phone calls and meeting notes

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

The school dean will run weekly overall attendance reports to show the school's attendance percentage and progress of those students who are on our attendance watch system.

Person Responsible

Ida Arias-Seijo

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

School overall attendance weekly data; attendance data of students on attendance watch

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 common planning time within the master schedule, which will include technical assistance with unwrapping and teaching the Florida Standards and employing the Marzano Instructional Framework. | Helton, Julie | 8/18/2014 | Master Schedule | 6/5/2015 daily |
| G1.B1.S2.A1 | Provide an area on SharePoint for teachers to post weekly lesson plans, and check them weekly. | Helton, Julie | 8/18/2014 | Lesson plans | 6/5/2015 weekly |
| G1.B1.S3.A1 | Administration and instructional coaches will observe classroom instruction and provide actionable | Helton, Julie | 8/18/2014 | Classroom observation data | 6/5/2015 daily |

Orange - 1171 - Winegard Elementary - 2014-15 SIP
Winegard Elementary

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|------------------|-------------------------------|--|--------------------|
| | feedback to teachers to improve instruction. | | | | |
| G2.B1.S1.A1 | Run weekly attendance reports and follow the OCPS attendance monitoring steps for sending warning letters, calling parents, and meeting with parents. | Arias-Seijo, Ida | 9/1/2014 | Weekly attendance reports; student attendance files including warning letters, phone logs and meeting reports | 6/5/2015 weekly |
| G1.B1.S1.A2 | Provide training on Florida Standards and the Florida Standards Assessments. | Helton, Julie | 8/13/2014 | Sign-in sheets from training; PowerPoint and training materials | 8/13/2014 one-time |
| G1.B1.S2.A2 | Provide teachers with feedback on lesson plans on a weekly basis. | Helton, Julie | 8/18/2014 | Lesson plans | 6/5/2015 weekly |
| G1.MA1 | Mini-benchmark and benchmark assessment data will be collected and disaggregated by the CRT. It will be shared at weekly administrative team meetings and weekly PLC meetings in order to drive instruction. | Helton, Julie | 8/25/2014 | Data of students should be progressing. Students who continue to struggle will be recommended for tutoring, parent meetings will be held, and all available personnel will provide assistance in the classrooms during the school day. | 6/5/2015 weekly |
| G1.B1.S1.MA1 | Data from formative and summative assessments will be reviewed during the twice-weekly PLC meetings | Helton, Julie | 8/25/2014 | Fluid data spreadsheets containing all assessments from August through June | 6/5/2015 weekly |
| G1.B1.S1.MA1 | Twice weekly PLC planning meetings will be attended by administration and instructional coaches, who will be active participants. | Helton, Julie | 8/25/2014 | Unit and lesson plans | 6/5/2015 weekly |
| G1.B1.S1.MA2 | [no content entered] | | | one-time | |
| G1.B1.S2.MA1 | Lessons will be checked while administration and instructional coaches observe in classrooms to ensure that what was planned is being taught. | Helton, Julie | 8/18/2014 | Lesson plans and classroom observation data | 6/5/2015 daily |
| G1.B1.S2.MA1 | Lesson plans will be reviewed weekly to ensure that they meet the level of rigor needed for the Florida Standards and that Marzano's Instructional Framework is utilized. | Helton, Julie | 8/18/2014 | Lesson plans | 6/5/2015 weekly |
| G1.B1.S3.MA1 | Evidence of instructional improvement should be seen in subsequent classroom observations following initial feedback. | Helton, Julie | 8/18/2014 | Classroom observation data | 6/5/2015 daily |
| G1.B1.S3.MA1 | Administration will pull reports from iObservation to ensure that feedback being delivered to teachers is timely and actionable. | Helton, Julie | 8/18/2014 | iObservation reports | 6/5/2015 daily |
| G2.MA1 | Attendance statistics will be pulled each week and compared to the previous year; attendance statistics will also be monitored, by student, to ensure that interventions are aiding in the decrease of absences. | Arias-Seijo, Ida | 9/1/2014 | Data will show that the number of absences has decreased over the previous year. | 6/5/2015 weekly |
| G2.B1.S1.MA1 | The school dean will run weekly overall attendance reports to show the school's attendance percentage and progress of those students who are on our attendance watch system. | Arias-Seijo, Ida | 9/1/2014 | School overall attendance weekly data; attendance data of students on attendance watch | 6/5/2015 weekly |
| G2.B1.S1.MA1 | The school dean will be responsible for pulling the weekly report and following up with parents. The dean and social worker will attend the weekly MTSS committee meeting to report on attendance issues and progress. | Arias-Seijo, Ida | 9/1/2014 | Weekly attendance reports; student attendance files including warning letters, phone calls and meeting notes | 6/5/2015 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. Increase student achievement as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework.

G1.B1 Teachers do not fully understand the Florida Standards and Marzano's Instructional Framework.

G1.B1.S1 Provide two hours per week in Professional Learning Communities with instructional coaches and administration to intentionally plan using the Florida Standards and Marzano's Instructional Framework.

PD Opportunity 1

Provide common planning time within the master schedule, which will include technical assistance with unwrapping and teaching the Florida Standards and employing the Marzano Instructional Framework.

Facilitator

Administration and instructional coaches

Participants

Teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Provide training on Florida Standards and the Florida Standards Assessments.

Facilitator

Principal

Participants

Teachers

Schedule

On 8/13/2014

G1.B1.S2 Administration and instructional coaches will review lesson plans and provide feedback.

PD Opportunity 1

Provide teachers with feedback on lesson plans on a weekly basis.

Facilitator

Administration and instructional coaches

Participants

Teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G1.B1.S3 Administration and instructional coaches who have been trained in observing and providing feedback on Marzano's Instructional Framework will observe and provide feedback on a two-week rotation.

PD Opportunity 1

Administration and instructional coaches will observe classroom instruction and provide actionable feedback to teachers to improve instruction.

Facilitator

Administration and instructional coaches

Participants

Teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

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 |