

# A. K. Suter Elementary School



2014-15 School Improvement Plan

## A. K. Suter Elementary School

501 PICKENS AVE, Pensacola, FL 32503

www.escambia.k12.fl.us

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

49%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

31%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Escambia County School Board.

### SIP Authority and Template

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

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

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>15</b>
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
<b>Appendix 1: Implementation Timeline</b>	<b>19</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>20</b>
Professional Development Opportunities	21
Technical Assistance Items	22
<b>Appendix 3: Budget to Support Goals</b>	<b>23</b>

## 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	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The faculty, staff, families, and community of A.K. Suter Elementary unite to instill in our students a high standard of academic excellence and responsible behavior that will prepare them to compete in a rapidly changing and culturally diverse society.

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

A.K. Suter Elementary School strives to be a complete educational experience for all students, a place where all children are nurtured, educated and loved.

#### School Environment

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

Cultural sensitivity training is provided to all of our staff by our school's ESE teachers, guidance counselor, school social worker and principal. Students are encouraged to celebrate their culture in art projects, writings, and performance.

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

A.K. Suter provides a safe environment for all students. Staff are trained to recognize student needs and respond accordingly. Our guidance counselor and school psychologist provide staff development that teaches our staff to recognize a student who may need help.

##### **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**

A.K. Suter uses a Positive Behavior System. Students are rewarded daily for good behavior and good citizenship using our Dolphin Dollars. Weekly drawings are held on our school wide television program. Students whose names are drawn are recognized on our television program for their good citizenship and get to draw a prize from the school's treasure box. Behavior expectations are posted throughout the school. All staff use the same terminologies when dealing with or discussing behaviors with students.

##### **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**

A.K. Suter Elementary has a full-time guidance counselor. The guidance counselor serves on our school's leadership team and provides on-going staff development to the teachers. Some Examples of staff training: Anti-Bullying, How to Recognize Bullying, Students Dealing and Coping with Divorce, Students Dealing and Coping with Death. A.K. Suter has an active mentoring program. Trinity Presbyterian Church provides weekly tutors for our students.



**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**

All level 1 students are immediately placed in our school's RTI process if they are not already in RTI. Students who miss 4 days in a nine-weeks are go through our attendance process. This involves parent meetings with the principal and school social worker to discuss way of improving attendance and the importance of being in school everyday.

**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	2	5	8	4	7	4	30
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	3	0	0	0	5
Level 1 on statewide assessment	0	0	0	1	17	4	22

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

Indicator	Grade Level		Total
	3	4	
Students exhibiting two or more indicators	1	2	3

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

Attendance meetings are held monthly with parents of students missing 3 or more days a month (unexcused).  
 Guidance services are offered to all students receiving referrals.  
 Behavior plans for individual students are developed as needed.  
 Mentors are placed with struggling students.

**Family and Community Involvement**

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

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

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

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

Yes

**PIP Link**

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

**Description**

A minimum of 60% of our parents will participate in a minimum of one school activity. During the 2014-2013 school year 55% of our parents participated in a school based activity.

**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**

**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
Queen, Russell	Principal
Catithers, Caroline	Teacher, Adult
Harms, Jesse	Teacher, K-12
Holmes, Patricia	Teacher, K-12
Jones, Debra	Teacher, K-12
Low, Kelly	Teacher, K-12
Pate, Debbie	Teacher, K-12
Proshek, Amy	Guidance Counselor

**Duties**

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

Russell Queen - Principal, Amy Proshek - Guidance Counselor and Kelly Low - School Psychologist; share a common vision to make sound decisions for children based on data; they ensure implementation of the RTI process, staff development provided to keep teachers up-to-date with the RTI process, and communicate with parents about the school based RTI plans.

**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**

Each classroom teacher maintains ongoing student achievement records for Progress Monitoring. Students that are identified as deficient in meeting expectations (academic or behavior) are discussed at the team level to develop initial intervention strategies. These strategies are implemented and monitored at the classroom and team level. Students that continue to show deficiencies are discussed at the follow up RTI meetings where additional strategies of intervention are discussed and an implementation plan continued. Data is reviewed at a minimum monthly by the team.

A.K. Suter Elementary receives support through Federal, State, and local programs. Title I funds are used to provide substitute teachers for staff training and parent conferences. Title I funds also purchase a technology coordinator two (2) days a week.

Title I, Part C-Migrant:

Services for migrant children are provided by the district level Title I office. After thorough checking of the migrant student information exchange (MSIX) system and our local student data base, A.K. Suter does not have any students designated as migrant.

Title I, Part D:

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office.

Title II:

Professional development is offered at both the school and district level.

Title III:

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services.

Title X - Homeless:

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the district Title I office. A.K. Suter has eight (8) students who fit the criteria for homeless.

SAI

SAI money is used to provide technology devices and software used for instruction. SAI money is also used to buy supplementary curriculum for struggling students.

Violence Prevention Programs:

The school offers a non-violence and drug prevention program to all students that incorporates curriculum and counseling.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Russell F. Queen	Principal
Stephanie Corsair	Education Support Employee
Cynthia Thoede	Teacher
Lacey Adair	Parent
Michele Anthony	Parent
Charles Bare	Business/Community
Andrew Levine	Parent
Stacy Noeth	Parent
Simmi Taylor	Parent
Kimberly Weatherspoon	Parent
Angela Zapatka	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 School Advisory Council reviewed the school Improvement plan at the October 2013 meeting. All goals were discussed.

*Development of this school improvement plan*

The SAC will meet a minimum of eight (8) times during the school year. The council will review the school budgets, school improvement plan, Title I Parent Involvement Plan, and other school related items.

after reviewing all pertinent data the School Advisory Council helps with setting the goals for the school.

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

The School Advisory Council receives a detailed budget overview. How expenditures are divided within the budgets is detailed in the February and March School Advisory Council meetings.

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

N/A

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Catithers, Caroline	Teacher, K-12
Harms, Jesse	Teacher, K-12
Holmes, Patricia	Teacher, K-12
Jones, Debra	Teacher, K-12
Low, Kelly	Psychologist
Pate, Debbie	Teacher, K-12
Proshek, Amy	Guidance Counselor
Queen, Russell	Principal

**Duties**

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

Proper Implementation of the District adopted Reading Series, "Reading Wonders."

**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**

Bi-monthly grade level meetings are held. The principal responds to a written list of grade level questions or concerns at each meeting. The grade level leader works as the liaison between the grade level and local and district support.

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

The principal assigns consulting teacher to all first year teachers. Veteran Suter teachers are assigned to experienced teachers that are new to our school. The district's START teacher program is used with all beginning teachers,

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

New teachers are paired with a veteran teacher on their grade level. The teacher is able to answer questions and concerns of the beginning teacher. A beginning teacher inservice is held to answer campus specific questions. The new teacher meets weekly with their grade level.

**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***

All grade levels follow the district developed pacing guides for all tested subject areas. Periodic grade level reviews are conducted by the school principal to ensure fidelity to the pacing guides.

**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***

Discovery Education assessments are used along with State assessments to determine differentiated instruction and remediation of students. All teachers use Triple I (III) to work with struggling students in reading/language arts. Mentors and tutors are assigned to struggling students. These individualism meet weekly with students under the supervision of a classroom teacher or ERT to provide supplemental reading and math help.

***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:** 0

N/A

***Strategy Rationale***

***Strategy Purpose(s)***

""

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

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

N/A

## 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***

A.K. Suter schedules an orientation for Pre-K students. Assistance is given to parents with kindergarten registration. Pre-K students are currently served through the Voluntary Pre-K and Escambia County Readiness Coalition, and District Center Pre-K facility.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

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

N/A

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

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


## Strategic Goals Summary

- G1.** Increase lower quartile math performance.
- G2.** Increase the number of teachers implementing strategies for differentiated instruction.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

### G1. Increase lower quartile math performance. 1a

 G040687

#### Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0

#### Resources Available to Support the Goal 2

- District level curriculum specialist, Staff development in Florida Core math standards.

#### Targeted Barriers to Achieving the Goal 3

- Teacher training (scheduling)

### Plan to Monitor Progress Toward G1. 8

Discovery Education assessments. Chapter math tests.

#### Person Responsible

Russell Queen

#### Schedule

Monthly, from 9/4/2014 to 4/30/2015

#### Evidence of Completion

Sign-in sheets, administration observations, assessments.

**G2. Increase the number of teachers implementing strategies for differentiated instruction.** 1a

G040688

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	77.0

**Resources Available to Support the Goal** 2

- FDLRS providing staff development, ESE department,

**Targeted Barriers to Achieving the Goal** 3

- Training schedule, Time for feedback and collaboration.

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

Training agendas, Observations, Lesson Plans.

**Person Responsible**

Russell Queen

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Teacher observations, Training agendas, IEP's.



## 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 lower quartile math performance. **1**

 G040687

**G1.B1** Teacher training (scheduling) **2**

 B098507

**G1.B1.S1** Develop in-service schedule. Classroom observations. Review assessment results. **4**

 S109835

### Strategy Rationale

Provide in-service how to take data and translate that into effective teaching, meeting the students individual needs. A written schedule provides a road map and time-line for effective training.

### Action Step 1 **5**

#### Person Responsible

Russell Queen

#### Schedule

Monthly, from 9/4/2014 to 4/30/2015

#### Evidence of Completion

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

#### Person Responsible

Russell Queen

#### Schedule

Monthly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Student assessment results, Teacher observations.

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

**Person Responsible**

Russell Queen


**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Assessment results.


**G2. Increase the number of teachers implementing strategies for differentiated instruction.** 1

 G040688

**G2.B1 Training schedule, Time for feedback and collaboration.** 2

 B098508

**G2.B1.S1 Mini lessons in differentiated instruction during faculty meetings. Schedule training through FDLRS.** 4

 S109836

**Strategy Rationale**

Teachers can see effective strategies for developing and implementing instruction based on the individual student's needs.

**Action Step 1** 5

**Person Responsible**

Russell Queen

**Schedule**

Monthly, from 9/4/2014 to 4/30/2015

**Evidence of Completion**

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

Lesson Plans, Teacher Observations, Student Assessment

**Person Responsible**

Russell Queen

**Schedule**

Monthly, from 8/18/2014 to 5/22/2015

**Evidence of Completion**

Lesson Plans, Training Agendas, Student Assessment/

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

Student assessment, Lesson Plans

**Person Responsible**

Russell Queen

**Schedule**

Monthly, from 8/18/2014 to 5/22/2015

**Evidence of Completion**

Lesson Plans, training Agendas, Student Assessments

**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	[no content entered]	Queen, Russell	9/4/2014		4/30/2015 monthly
G2.B1.S1.A1	[no content entered]	Queen, Russell	9/4/2014		4/30/2015 monthly
G1.MA1	Discovery Education assessments. Chapter math tests.	Queen, Russell	9/4/2014	Sign-in sheets, administration observations, assessments.	4/30/2015 monthly
G1.B1.S1.MA1	[no content entered]	Queen, Russell	8/18/2014	Assessment results.	5/29/2015 monthly
G1.B1.S1.MA1	[no content entered]	Queen, Russell	8/18/2014	Student assessment results, Teacher observations.	5/29/2015 monthly
G2.MA1	Training agendas, Observations, Lesson Plans.	Queen, Russell	8/18/2014	Teacher observations, Training agendas, IEP's.	5/29/2015 monthly
G2.B1.S1.MA1	Student assessment, Lesson Plans	Queen, Russell	8/18/2014	Lesson Plans, training Agendas, Student Assessments	5/22/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Lesson Plans, Teacher Observations, Student Assessment	Queen, Russell	8/18/2014	Lesson Plans, Training Agendas, Student Assessment/	5/22/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0