

Everglades Preparatory Academy



2014-15 School Improvement Plan

Everglades Preparatory Academy

360 E MAIN ST, Pahokee, FL 33476

[no web address on file]

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

92%

Alternative/ESE Center

No

Charter School

Yes

Minority

100%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

School Board Approval

This plan is pending approval by the Palm Beach 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

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	24
Technical Assistance Items	25
Appendix 3: Budget to Support Goals	26

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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Everglades Preparatory Academy is to offer students and parents a non-traditional, smaller, innovative and challenging learning environment to meet the unique and diverse needs of its community. The goal of EPA is to provide a welcoming, supportive, interactive and technology-rich secondary program that will prepare each student for post-secondary education and a successful career.

Provide the school's vision statement

We believe all children can reach their learning potential and that the achievement gap can be eliminated. The staff and teachers are committed to improving and supporting the school's mission. EPA staff is committed to raising students achievement through EPA, the first charter high school in the Glades, opened in the fall of 2002 with 115 students, primarily 9th and 10th graders. The school strives to provide a meaningful alternative within the public school system, offering stimulating college and career preparatory education. We assist every student in all subjects central to their success in school, life, and work.

School Environment

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

Everglades Preparatory Academy learns about its student cultures through attending multicultural workshops such as African American studies and the History of the Holocaust. By infusing the different culture relationships are built between teachers, students and families.

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

Everglades Preparatory Academy staff and teachers will create an environment that is conducive to learning. Incentives will be used to reward appropriate behaviors that support the school-wide behavioral expectations.

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

EPA utilizes pre-parent conferences, behavioral interventions techniques and home visits by school security if behavior continue to be a distraction during instructional time. The Student Code of Conduct for Secondary Students is incorporated in EPA's schoolwide behavioral plan.

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

EPA ensures the socio-emotional needs of all students are being met by providing counseling and mentoring support.

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 majority of the students are Level 1. They are not motivated and their self-esteem is extremely low. Students migrate in and out of school throughout the year.

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
	9	10	11	12	
Attendance below 90 percent	5	4	5	6	20
One or more suspensions	0	2	0	0	2
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	20	25	6	51
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

N/A

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/191040>.

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

EPA will coordinate and integrate partnerships with the local community. Our partners will be recognized during our meetings. This partnership will afford EPA and its students various academic opportunities throughout the year such as Educational field trips-Vocational/ Technical schools, Kravis Center, PBC Convention Center, etc.

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
Stephens, Edna	Principal

Duties

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

- Jeffery Colavvechio- Identifies students with individual and special needs.
- Linda Earsley - Access and in-puts data into the EDW data-base.
- Gary Stewart. - identifies professional development needs to create a professional learning environment.
- Michael Bolton - Conducts progress monitoring of identified students.

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

Teachers and staff will develop a data-based process (using EDW and in-house data) to monitor and implement effective strategies as relates to instruction, teacher support, small group, and individual student needs.

Our Title I funds are used to support parent involvement activities, tutoring initiatives, instructional and professional development materials and supplies, and a part-time parent liaison position.

Title II- District provided funds are used to support Professional Development such as Marzano.

Title X funds will allow us to collaborate with community agencies. Title X ensures free school meals.

Business partners- We partner with Florida Crystals, Anquan Boldin Foundation, Palm Beach State College, One Blood, and City of Pahokee.

Title I- Part C Migrant support provided through the District.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Emilia Fanjul-Chairperson, Robin Azqueta Secretary, Alexander Borell Treasurer	Principal
	Student
	Student
Vivian White ,Angela Pope, Leigh Woodham	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

Board members provided feedback and the SIP plan was approved.

Development of this school improvement plan

* Reviewing school performance data on:

1. Attendance
2. Academics
3. Discipline

* To make recommendations for school improvement.

*To give feedback on final product.

Preparation of the school's annual budget and plan

EPA Board members and Accountant prepare the annual school's budget and plan.

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

We are a charter school, therefore, we do not have separate school improvement funds.

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
Stephens, Edna	Principal

Duties

Describe how the LLT promotes literacy within the school

Implementing a computer based Reading program school-wide. Implementing a Saturday tutoring program. Reading throughout the school second period for 55 minutes.

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 staff of four plan together daily from 8:00am-9:00am. We are a Credit Recovery school therefore, teachers planning daily and intergrate a variety of subject areas throughout the day.

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

- * All teachers will receive a gas stipend for the 2014-2015 school year. (Principal responsible)
- * Vacancies are reported to the PB School district Human Resources Department and Teacher Teacher.com (Assistant Principal)
- * On going Professional development such as EDW, APEX, Content area training, and District professional development.

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

- * Principal will conduct classroom walk-throughs on a consistent basis.
- * Teachers and administrators met during the pre-school planning days to conduct mentoring activities.
- * Principal will use the Marzano evaluation process.
- * Teachers will conduct collaborative planning activities for classroom management and instruction.

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

EPA ensures its core instructional programs and materials are aligned to Florida's standards by using District approved materials (Item specifications and Benchmarks).

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

Teachers plan collaboratively using data to provide individualized instructional plan. Instruction is prescriptive by individual needs.

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

Strategy: Weekend Program

Minutes added to school year: 3,360

Students will be allowed to attend a Saturday School session twice a month. During this session, students will work on core academic instruction using the APEX on-line learning system.

Strategy Rationale

Students are performing below their grade level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stephens, Edna, edna.stephens@palmbeachschools.org

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

Data will be collected through the data assessment component of the APEX learning system.

Strategy: Weekend Program

Minutes added to school year: 120

On- line -Apex Learning

Strategy Rationale

Students will be able to earn additional credits for graduation.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Stephens, Edna, edna.stephens@palmbeachschools.org

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

Progress Reports are available .Teachers are able to analyze data and make recommendations for students Data Chats.

Strategy: Extended School Day

Minutes added to school year:

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

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

EPA will provide individual academic plans and assist students with establishing attainable goals.

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

Each student is counseled on their course targets and goal setting for the school year. Students will receive career and tech presentations twice a year from a Palm Beach State College representative.

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

The school administrator encourages students to take dual enrollment courses, the SAT, ACT, and other career related activities.

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

We will encourage students to dual enroll in college classes. We will engage students and parents in conversations regarding their post-secondary plans. Teachers and counselors will review charts tracking their graduation requirements.

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

EPA will assist students with career/educational outreach effort by scheduling field trips and career/educational awareness.

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.** By conferencing and training parents, (Academics and graduation) student achievement will increase.

- G2.** Integrating Reading in the areas of Math, Science, English and Social Science students will meet the FSA targets.

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. By conferencing and training parents, (Academics and graduation) student achievement will increase.

1a

G045859

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	45.0
AMO Reading - All Students	55.0
Bio I EOC Pass	55.0

Resources Available to Support the Goal 2

- Parent Liaison

Targeted Barriers to Achieving the Goal 3

- Parents lack the understanding of new standards, assessments, and graduation requirements.

Plan to Monitor Progress Toward G1. 8

Collect attendance, and evaluations from parents.

Person Responsible

Linda Earsley

Schedule

Monthly, from 10/9/2014 to 5/28/2015

Evidence of Completion

Collect attendance and evaluation.

G2. Integrating Reading in the areas of Math, Science, English and Social Science students will meet the FSA targets. 1a

G045835

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	45.0
AMO Reading - All Students	55.0
Bio I EOC Pass	55.0

Resources Available to Support the Goal 2

- Apex Online
- Journey Reading Program

Targeted Barriers to Achieving the Goal 3

- Limited availability of instruction time and technology access.

Plan to Monitor Progress Toward G2. 8

Collect data related to students attendance and achievement.

Person Responsible

Edna Stephens

Schedule

Weekly, from 10/4/2014 to 3/28/2015

Evidence of Completion

Lesson plans, attendance sheets, data binder and payroll journal.

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. By conferencing and training parents, (Academics and graduation) student achievement will increase. **1**

 G045859

G1.B1 Parents lack the understanding of new standards, assessments, and graduation requirements. **2**

 B116553

G1.B1.S1 Provide parents with graduation requirements and curriculum standards. **4**

 S128271

Strategy Rationale

To support students graduation requirements.

Action Step 1 **5**

Parent training on curriculum and graduation requirements.

Person Responsible

Edna Stephens

Schedule

Monthly, from 10/9/2014 to 5/28/2015

Evidence of Completion

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

Provide calendar of events/ training.

Person Responsible

Linda Earsley

Schedule

Monthly, from 10/9/2014 to 5/28/2015

Evidence of Completion

Calendar of events, agendas, sign-in sheets, evaluations, and handouts.

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

Meet with Mrs. Stephens to review the presentation prior to date of presentation.

Person Responsible

Edna Stephens

Schedule

Monthly, from 10/6/2014 to 5/26/2015

Evidence of Completion

Notes from meeting with Mrs. Stephens.

G2. Integrating Reading in the areas of Math, Science, English and Social Science students will meet the FSA targets. 1

G045835

G2.B1 Limited availability of instruction time and technology access. 2

B113295

G2.B1.S1 Students will be provided extended learning opportunities. 4

S124697

Strategy Rationale

To provide additional instruction time.

Action Step 1 5

Provide afterschool and Saturday tutorial.

Person Responsible

Edna Stephens

Schedule

Weekly, from 10/4/2014 to 3/28/2015

Evidence of Completion

Student and teacher sign- in sheets

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

Create a tutorial schedule for students, staff and parents.

Person Responsible

Edna Stephens

Schedule

On 3/28/2015

Evidence of Completion

Tutorial schedule.

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

Create a tutorial schedule for students, staff and parents.

Person Responsible

Edna Stephens

Schedule

On 3/28/2015

Evidence of Completion

Tutorial schedule.

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

Create a tutorial schedule for students, staff and parents.

Person Responsible

Edna Stephens

Schedule

On 3/28/2015

Evidence of Completion

Tutorial schedule.

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

Create a tutorial schedule for students, staff and parents.

Person Responsible

Edna Stephens

Schedule

On 3/28/2015

Evidence of Completion

Tutorial schedule.

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

Weekly reporting of students needing tutorial.

Person Responsible

Edna Stephens

Schedule

Weekly, from 9/22/2014 to 3/28/2015

Evidence of Completion

Weekly reports to principal.

G2.B1.S2 Provide teachers with on going professional development. 4

 S128318

Strategy Rationale

To enhance teachers knowledge of new standards and assessments.

Action Step 1 5

Provide professional development related to FSA.

Person Responsible

Edna Stephens

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

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

Weekly walkthroughs and feedback meetings with individual teachers.

Person Responsible

Edna Stephens

Schedule

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

Evidence of Completion

Teacher individual professional plan, lesson plan and meeting notes.

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

Walkthroughs and lesson plans

Person Responsible

Edna Stephens

Schedule

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

Evidence of Completion

Teacher individual professional plan and student data sheets.

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
G2.B1.S1.A1	Provide afterschool and Saturday tutorial.	Stephens, Edna	10/4/2014	Student and teacher sign- in sheets	3/28/2015 weekly
G1.B1.S1.A1	Parent training on curriculum and graduation requirements.	Stephens, Edna	10/9/2014		5/28/2015 monthly
G2.B1.S2.A1	Provide professional development related to FSA.	Stephens, Edna	9/12/2014		5/29/2015 monthly
G1.MA1	Collect attendance, and evaluations from parents.	Earsley, Linda	10/9/2014	Collect attendance and evaluation.	5/28/2015 monthly
G1.B1.S1.MA1	Meet with Mrs. Stephens to review the presentation prior to date of presentation.	Stephens, Edna	10/6/2014	Notes from meeting with Mrs. Stephens.	5/26/2015 monthly
G1.B1.S1.MA1	Provide calendar of events/ training.	Earsley, Linda	10/9/2014	Calendar of events, agendas, sign-in sheets, evaluations, and handouts.	5/28/2015 monthly
G2.MA1	Collect data related to students attendance and achievement.	Stephens, Edna	10/4/2014	Lesson plans, attendance sheets, data binder and payroll journal.	3/28/2015 weekly
G2.B1.S1.MA1	Weekly reporting of students needing tutorial.	Stephens, Edna	9/22/2014	Weekly reports to principal.	3/28/2015 weekly
G2.B1.S1.MA1	Create a tutorial schedule for students, staff and parents.	Stephens, Edna	9/22/2014	Tutorial schedule.	3/28/2015 one-time
G2.B1.S1.MA1	Create a tutorial schedule for students, staff and parents.	Stephens, Edna	9/22/2014	Tutorial schedule.	3/28/2015 one-time
G2.B1.S1.MA1	Create a tutorial schedule for students, staff and parents.	Stephens, Edna	9/22/2014	Tutorial schedule.	3/28/2015 one-time
G2.B1.S1.MA1	Create a tutorial schedule for students, staff and parents.	Stephens, Edna	9/22/2014	Tutorial schedule.	3/28/2015 one-time
G2.B1.S2.MA1	Walkthroughs and lesson plans	Stephens, Edna	9/29/2014	Teacher individual professional plan and student data sheets.	5/29/2015 weekly
G2.B1.S2.MA1	Weekly walkthroughs and feedback meetings with individual teachers.	Stephens, Edna	9/29/2014	Teacher individual professional plan, lesson plan and meeting notes.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Integrating Reading in the areas of Math, Science, English and Social Science students will meet the FSA targets.

G2.B1 Limited availability of instruction time and technology access.

G2.B1.S2 Provide teachers with on going professional development.

PD Opportunity 1

Provide professional development related to FSA.

Facilitator

Edna Stephens

Participants

All staff

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: By conferencing and training parents, (Academics and graduation) student achievement will increase.	3,229
Goal 2: Integrating Reading in the areas of Math, Science, English and Social Science students will meet the FSA targets.	5,039
Grand Total	8,268

Goal 1: By conferencing and training parents, (Academics and graduation) student achievement will increase.

Description	Source	Total
B1.S1.A1 - Salary and Benefits for part-time Parent Liaison.	Title I Part A	3,229
Total Goal 1		3,229

Goal 2: Integrating Reading in the areas of Math, Science, English and Social Science students will meet the FSA targets.

Description	Source	Total
B1.S1.A1 - Salary and Benefits for tutors.	Title I Part A	3,067
B1.S1.A1 - Classroom and tutorial supplies- paper, ink, pencils, pens and test practice materials.	Title I Part A	1,022
B1.S2.A1 - Professional development supplies- paper, ink, highlighter, post-it, chart paper, pens	Title I Part A	950
Total Goal 2		5,039