

Frank E. Brigham Academy



2014-15 School Improvement Plan

Frank E. Brigham Academy

601 AVENUE C SE, Winter Haven, FL 33880

<http://schools.polk-fl.net/brighamacademy>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

37%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	20
Appendix 2: Professional Development and Technical Assistance Outlines	20
Professional Development Opportunities	21
Technical Assistance Items	22
Appendix 3: Budget to Support Goals	23

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

The mission of Brigham Academy is to ensure rigorous, relevant learning experiences that result in high achievement for all students. Students will excel in all areas of academic learning by utilizing cooperative teaching strategies, and a project-based learning approach, while focusing on high expectations and critical thinking skills.

Provide the school's vision statement

It is our vision at Brigham Academy to develop each child to his or her fullest potential through both academic and personal achievement. We stress individual responsibility and citizenship, to develop tomorrow's leaders in an ever-changing global society through the promotion of Science, Technology, Engineering, and Math (STEM).

School Environment

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

With a low mobility rate, students at Brigham Academy develop close bonds with teachers, staff members, administration, and their peers. Through Kagan cooperative learning strategies, students and teachers build strong collaborative teams.

Teachers develop relationships with families through extra curricular activities, evening events, and partnerships in PTO, reading buddies, and bi-annual conferencing.

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

Brigham students are welcomed on campus daily with a child care option, breakfast, opportunities to meet with teachers, visit the media center, and participate in extra-curricular morning activities, such as chorus.

During school, students are exposed to a variety of staff members, through our STEM program. They are provided with multiple opportunities to engage in problem-solving activities to meet the needs of all learning styles.

After school, students are offered after school child care, numerous extra-curricular activities, such as chess club, Hands-on Problem Solving, A-Team, Video Production, and Robotics.

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

Brigham Academy participates in a Positive Behavior System schoolwide discipline program. Posters are displayed around campus reinforcing positive behavior expectations. The assistant principal, along with the guidance counselor and discipline committee, help to manage this schoolwide program and train staff members.

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

Brigham Academy promotes and encourages the development of positive behavior traits by focusing on the monthly Keys to Character. Each week students view and discuss the Auto B Good behavior series. In addition, students who exhibit the character trait of the month are recognized as a "Caring Bear", their photograph is taken, and their recognition is displayed in the cafeteria.

The guidance counselor provides counseling to students in need when requested by parents and/or school personnel. Students with a previous record of poor attendance are monitored by the guidance counselor and school psychologist. Intervention meetings are held with parents to promote improved attendance. Students with improved attendance are rewarded with a special lunch with the school psychologist and guidance counselor.

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

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. Students who receive two or more behavior referrals
3. One or more suspensions, whether in school or out of school
4. Course failure in reading or mathematics
5. A Level 1 score on the statewide, standardized assessments in reading or mathematics

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	3	4	5	
Attendance below 90 percent	5	2	1	2	1	11
One or more suspensions	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	
Students who receive two or more behavior referrals	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

Brigham Academy's intervention strategies include the following:
 Rti
 After school tutoring
 Behavior counseling and modification
 Differentiated Instruction

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Brigham Academy uses a variety of means to communicate with families. We have a school website that is continuously updated to notify parents of current events. A monthly schoolwide newsletter is distributed and placed on the school's website. The principal uses the ConnectEd phone system to inform parents of important information on an as needed basis. Grade levels and individual teachers send newsletters, e-mails, and communicate through agendas and phone calls. Some use the online communication Edmodo. Parents are provided access to their child's academic records through an online parent portal. Evening events are held throughout the year to highlight academics, promote literacy, and celebrate our STEM focus. In addition, to spotlight the arts program, the Art and Music department host performances throughout the school year.

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

Brigham works diligently to develop strong relationships with the community through involvement in the Great American Teach-In. Community members volunteer with the school's Reading Buddies program to support literacy and reading for both struggling and proficient readers. Local restaurants, Beef O'Brady's and Chick Fil A host spirit nights to support the work of our school. The Garden Club of Winter Haven has been instrumental in helping to beautify our school grounds and butterfly garden. Various local businesses support the annual Brigham Bash. Our principal attends monthly Chamber of Commerce Education Committee meetings.

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
Boland, Lynn	Principal
Harper, Scott	Instructional Technology
Negley, Teresa	Teacher, K-12
Parrish, Renee	Instructional Coach
May, Lori	Assistant Principal

Duties

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

The team is made up of administrators, guidance counselor, school psychologist, network manager, and the STEM resource teacher. They will meet weekly to discuss and analyze school wide data and discuss progress, as well as needed areas of intervention. The team will also monitor behavioral concerns through the positive behavior system. Team members will lead various learning communities to support areas of need pertaining to both academics and behavior.

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

The leadership team is developing a sustainability plan, in order to facilitate continued development of the STEM program funded by the MSAP grant. Grade levels will complete a needs assessment survey to provide the leadership team with items in need of sustaining the STEM units developed. Grants will be written and submitted to help offset the cost of sustaining consumable materials previously purchased with grant funds. The principal will receive requests by grade level and the assistant principal will keep an inventory of materials previously purchased and planned purchases. Items needed must meet a set criteria by the principal, in order to yield the highest student impact.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
	Student
Lynn Boland	Principal
LaDonna Andreu	Education Support Employee
Carrie Spruell	Teacher
Jackie Carlino	Teacher
Adam Smith	Teacher
Penny Lundquist	Teacher
Tim Lundquist	Business/Community
Jane Wagner	Business/Community
Mary Dukes	Business/Community
Polly Wilson	Business/Community
Carlos Unzueta	Parent
Jennifer Simpson	Parent
Amanda Olmert	Parent
Nian Wang	Parent
Carlos Gabriel	Parent
Abdurrahim Al-Khatib	Parent
Carla Cajuste	Parent
Charise Tate	Parent
Robert Scott	Parent
Jennifer Fynn	Parent
Eddy Twyford	Parent
Wendy Paulson	Teacher

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

During the first SAC meeting, members shared overall of the previous year's school improvement plan using a survey generated by administration. Members are also encouraged to comment on ideas/suggestions for improving areas noted as weaknesses or areas needing more attention. Results are shared openly during SAC meeting.

Development of this school improvement plan

The SAC meets to provide guidance and ideas through monthly meetings, which are then used for input with the school improvement plan. The SAC provided input concerning parental involvement, funding, and extended learning opportunities. The SAC solicits input from stakeholders during meetings.

Preparation of the school's annual budget and plan

N/A

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
Boland, Lynn	Principal
May, Lori	Assistant Principal
Davis, Zenobia	Instructional Media
Smith, Adam	Teacher, K-12
Bilancio, Carrie	Teacher, K-12
Parrish, Renee	Other

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team plays an important role in increasing reading proficiency and literacy excellence for all students. The team oversees and monitors all literacy assessments and facilitates on-going data analysis to ensure data-driven instruction is provided to all students. The principal, guidance counselor, and school psychologist monitor instruction for each grade level by facilitating data analysis, managing additional providers and materials, and continually monitoring data in order to ensure students are in the appropriate groups which meet their specific literacy needs. The team provides staff development and modeling of research-based literacy best practices. The team works together to increase student motivation, engagement, and achievement levels in reading and writing through working with students and teachers.

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

Teachers are provided with a daily grade level common planning time to foster grade level cohesiveness. Through the MSAP grant, teachers have also been provided with workdays to build, revise, and enhance their STEM units to incorporate both common core standards and magnet standards.

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

Polk County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Polk County Public Schools District

brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

Lynn Boland, school principal, is the person responsible for retaining highly qualified teachers.

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

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Our school follows the district's mentoring program. The grade level's grade chair acts as a facilitator with new teachers to provide support with given materials and orient them with important procedures and policies that will affect them as they begin the school year. New teachers meet regularly with grade levels to address areas of concern and provide support as needed.

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

Brigham ensures its instructional programs and materials are aligned to Florida Standards by creating ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. These opportunities consist of weekly grade level planning times, planning sessions with special area and STEM teachers, and ongoing professional development related to the Florida Standards. These opportunities support a deeper level of comprehension. These conversations and learning opportunities also promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

Brigham Academy uses the RtI process, the use of tutorials, the use of intensive reading, or the use of small group instruction to meet the diverse needs of all students. Brigham ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations.
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
- Creating a schedule with an uninterrupted 120 minute reading block and a 60 minute math block.
- Providing iii instruction based on student needs.
- Providing instruction aligned with the Florida Standards for their grade level.

- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction).
- Administering assessments which measure instructed standards.
- Monitoring progress at the class and grade level
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

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: 30

After School Tutoring for at risk students

Strategy Rationale

To provide enhanced and small group intensive instruction to those greatest in need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Boland, Lynn, lynn.boland@polk-fl.net

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

FAIR data, IMPROVE data, and Rti information

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Teachers engage students in relevant tasks, aligned with Florida Standards.

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. Teachers engage students in relevant tasks, aligned with Florida Standards. 1a

G042331

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Grade Level theme based novels
- Science STEM Lab integrating reading text and hands-on learning experiences.
- Math STEM Lab integrating reading text and hands-on materials.
- Engineering STEM Lab integrating reading text and hands-on materials.
- Differentiated Instruction

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated instruction in small groups and on individual tasks

Plan to Monitor Progress Toward G1. 8

FAIR and IMPROVE data

Person Responsible

Lynn Boland

Schedule

Semiannually, from 9/8/2014 to 5/29/2015

Evidence of Completion

Grades, classroom walkthroughs, lesson plan, documented data tracking, progress monitoring, and student work samples,

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. Teachers engage students in relevant tasks, aligned with Florida Standards. **1**

 G042331

G1.B6 Lack of differentiated instruction in small groups and on individual tasks **2**

 B104513

G1.B6.S1 Provide professional development to teachers on how to tier lessons and activities via scaffolding **4**

 S115694

Strategy Rationale

Differentiated instruction targets areas of student specific weaknesses and/or strengths

Action Step 1 **5**

Training

Person Responsible

Lynn Boland

Schedule

Monthly, from 10/13/2014 to 2/20/2015

Evidence of Completion

Lesson Plans and/or PS/Rtl Forms

Action Step 2 5

Common planning time for the purpose of data chats

Person Responsible

Lynn Boland

Schedule

Monthly, from 9/25/2014 to 5/28/2015

Evidence of Completion

Master schedule and PLC minutes

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.B6.S1.A1	Training	Boland, Lynn	10/13/2014	Lesson Plans and/or PS/Rtl Forms	2/20/2015 monthly
G1.B6.S1.A2	Common planning time for the purpose of data chats	Boland, Lynn	9/25/2014	Master schedule and PLC minutes	5/28/2015 monthly
G1.MA1	FAIR and IMPROVE data	Boland, Lynn	9/8/2014	Grades, classroom walkthroughs, lesson plan, documented data tracking, progress monitoring, and student work samples,	5/29/2015 semiannually

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. Teachers engage students in relevant tasks, aligned with Florida Standards.

G1.B6 Lack of differentiated instruction in small groups and on individual tasks

G1.B6.S1 Provide professional development to teachers on how to tier lessons and activities via scaffolding

PD Opportunity 1

Training

Facilitator

Christina Williamson and Poinsetta Tillman

Participants

All Teachers

Schedule

Monthly, from 10/13/2014 to 2/20/2015

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