

# Jim Allen Elementary School

instruction  
environment  
8-Step problem solving step zero school  
**students** strategic goals  
college and career  
improvement  
needs assessment  
resources  
effective leadership strategies  
ambitious  
supportive  
family and community involvement  
building relationships  
increased achievement  
teaching  
collaborative  
public and mission vision  


2014-15 School Improvement Plan

## Jim Allen Elementary School

1051 N HIGHWAY 95A, Cantonment, FL 32533

www.escambia.k12.fl.us

### School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	76%
Alternative/ESE Center	Charter School	Minority
No	No	25%

### School Grades History

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

### School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	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 mission of Jim Allen Elementary is to ensure that every student has self-confidence, desire, knowledge, and skills needed to lead a responsible, contributing, and satisfied life.

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

It is the goal of Jim Allen School to prepare each child who enters here to function effectively and responsibly in a challenging society by providing learning experiences appropriate to individual needs, interests, aspirations, abilities, and creative potential. We believe that to achieve, to succeed and to accomplish are important goals but not at the expense of the human values that make a community a place that sustains all its members. We therefore strive not only to maintain a positive and supportive atmosphere in which each child can develop into his/her highest potential but also to instill a sense of discipline and responsibility toward self, family, school, community and country.

#### School Environment

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

Teachers research cumulative folders as well as assessment data to gain knowledge about each individual student. Teachers and students complete interest inventories and beginning of the year activities to build relationships with one another. Teachers make phone calls home and meet the students prior to the first day of school.

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

The school creates an environment where students feel safe and respected before during and after school through the following:

Practice Safety Drills (Lockdown, fire drill, tornado drill) Communication with families on drills and procedures.

Instruction on Bully free school

Utilize the Raptor school check in system

Perform background checks on all volunteers

Full time guidance counselor available to all students.

Administration has an open door policy.

##### 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

School Wide Behavior Management Plan is created and followed each year. Students are expected to respect adults and one another. Fair and consistent discipline is used when necessary. The goal is to keep all students in class for instruction. Work closely with families on creating a behavior management system for extreme cases. Communicate with families on a daily basis through student take home folders and student planners. Utilize the adjudication guidelines provided by the school district.

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

The school has a full time guidance counselor, part time staffing specialist and part time school psychologist. The counselor is available on a daily basis for counseling needs. The counselor will provide referrals to outside counseling (Baptist Health Care) when needed. Faculty and staff are required to report any cases of abuse or neglect to the Department of Children and Families immediately. Adult mentors are utilized for students on a weekly basis throughout the school year. Mentors are trained through the school district and they are assigned to one student for the entire school year.

**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**

Attendance: Any student that is below 90% attendance

Suspension: Number of students suspended last year in each grade level

ELA/Math failing grades- Number of students that had a failing grade in ELA or Math

FCAT Level 1 Students- Number of students in grades 3, 4, and 5 that scored level 1 on FCAT

**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	9	13	15	10	15	5	67
One or more suspensions	1	0	2	0	1	5	9
Course failure in ELA or Math	0	2	3	2	1	0	8
Level 1 on statewide assessment	0	0	0	3	15	13	31

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	2	1	6	3	13

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

Attendance- Daily automated call outs, parent conferences, Visiting Teacher visits, referral to truancy court, strategies to get the children to school.

Behavior- Coach Kid's Club, Citizenship incentives, alternatives to out of school suspension, School Wide Behavior Management System, communication with parents.

**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**

Jim Allen Elementary will provide 10 or more parental involvement activities. These activities include Open House, Orientation, Field Day, Heart Run, Grade Level Programs, First Grade Parent Night, and FCAT Night. This list is not all inclusive.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school has strong partnerships with area businesses and churches. Local businesses provide resources to purchase supplies such as student planners, software programs, technology, classroom supplies. Local churches provide the weekend backpack ministry for needy students as well as school supplies at the beginning of the school year. Businesses also provide employees to volunteer at the school when needed. The school recognizes the partners on the school marquee, with thank you notes, and in the school newsletters. The district recognizes partners throughout the school year as well.

#### **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
Watts, Rachel	Principal
Cowart, Maureen	Assistant Principal
adams, henrietta	Teacher, K-12
everette, nicole	Teacher, K-12
helton, michelle	Teacher, K-12
hunter, lisa	Teacher, K-12
massey, cheryl	Teacher, K-12
morris, dawn	Teacher, K-12
roby, amy	Teacher, K-12
smith, jessica	Teacher, K-12

##### **Duties**

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

Principal/ Assistant Principal/ Guidance Counselor: Provide a common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of the school staff, and communicates with parents regarding school-based MTSS plans and activities.

General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers TIER II and TIER III interventions.

ESE teachers: Participates in the TIER process to provide support and offer strategies to the general education teacher.

School Psychologist: Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans, and provides support for intervention fidelity and documentation.

Speech Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design and helps identify systemic patterns of the students' needs with respect to language.

***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***

At Jim Allen Elementary School the MTSS problem solving process is used in developing and implementing the school improvement plan by designing the goals and strategies to meet the needs of all students. Administration will conduct daily walk throughs to ensure that teachers are engaging students and teaching from bell to bell. Small groups will be enhanced by the use of teacher assistants and inclusion ESE teachers. Funding will be used to purchase supplies and materials needed to increase student achievement and to purchase additional support personnel.

Jim Allen Elementary School receives support through Federal, State, and local programs. Title I funds are used to provide additional personnel at the school level to support the classroom. Services are provided to ensure students requiring additional remediation are assisted through after school programs or Summer Reading Camps.

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange system and our local student data base, we have determined that there are no migrant children at Jim Allen Elementary School.

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students. Professional Development is offered at both the school and district level. Services for ELL are provided as required by law. Several ELL 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 ELL endorsed teachers provide services. At this time our school has one Kindergarten ELL student.

The school works with the district homeless coordinator to provide resources for students identified as homeless. We have identified several families at Jim Allen who are homeless.

SAI funds are used to purchase classroom supplies and purchase part of a Teacher Assistant Special.

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red ribbon week is held in October.

Our school is committed to continue offering nutritional choices in the cafeteria.

Housing programs and Head Start are offered at the district level and overseen by the Title I District Office.

Evening programs are offered at all of our High Schools. Our school invites guest speakers to the classrooms to discuss career choices.

## School Advisory Council (SAC)

## Membership

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

Name	Stakeholder Group
Rachel H. Watts	Principal
Maureen Cowart	Student
Ophelia Boykin	Business/Community
Sara Wallace	Parent
Holly Reynolds	Education Support Employee
Melissa Smith	Parent
Danielle Otto	Parent
Trisha Daniels	Parent
Bonita Lee	Business/Community

## Duties

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

*Evaluation of last year's school improvement plan*

The SAC committee discussed the FCAT test results and the areas that need improvement. Science and Writing scores were low. The SAC discussed the strategies that will be implemented for 2014-15 to help increase student achievement.

*Development of this school improvement plan*

Our School Advisory Council gives input to our school improvement plan prior to finalizing the document. This meeting is held in September.

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

When we receive our district budgets, they are reviewed and discussed by the SAC committee in May.

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

No funds were available.

***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
Cowart, Maureen	Assistant Principal
Watts, Rachel	Principal
everette, nicole	Teacher, K-12
holley-lewis, mary	Teacher, K-12
helton, michelle	Teacher, K-12
roby, amy	Teacher, K-12

## Duties

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

The LLT promotes literacy within the school by offering teaching training after school at least once a month. Teachers are trained on a new literacy strategy, implement the strategy in the classroom, and then share during the next meeting. The LLT is a resource for teachers for the new reading series as well.

## 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 and staff participate in after school activities as well as activities during school hours. These activities include grade level meetings, planning, teacher inservice opportunities, faculty celebrations, breakfasts, and fundraising events for the school and local charities.

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

Newly hired teachers have a START teacher for support throughout their first year. Each new teacher is assigned a veteran on their grade level to support and mentor them. The interview committee ensures that those person interviewed are certified and in-field. The district personnel office verifies certification.

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

New teachers to our school as well as first year teachers are assigned a teacher mentor. Mentor teachers work closely with our new teachers to ensure success.

## 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**

Core instructional programs and material are aligned to Florida's standards through the daily use of state adopted textbooks and state adopted support material included with the textbooks. Our teachers also follow the curriculum standards and sequence provided by the district ELA, Mathematics and

Science specialists. Grade levels meet on a regular basis to plan and align instruction to the Florida 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***

All teachers and administrators access student data through FCAT Star and Discovery Education. Data meetings are held with the administration 4 times per year. Teachers meet with our DE expert after assessment to study the data and create individual probes. Student data is used to create small groups for differentiated instruction. Student data is also used to identify students in need of the MTSS process as well as remedial classes. Student data is used to identify students that may qualify for our gifted enrichment program.

***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:** 360

Students stay after school for tutoring. Some teachers offer after school tutoring for their students prior to the state assessment. Tutoring includes core academic instruction as well as test taking strategies. Students are also involved in the Title I SES after school program.

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

Increase student achievement

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

- Core Academic Instruction

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

Cowart, Maureen, mcowart@escambia.k12.fl.us

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

Standardized test data and Discovery Education data

Teacher observation

Report Card grade

### Student Transition and Readiness

#### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

We have two ESE PreK classes and two VPK classes at our school. In May these students spend time in our Kindergarten classrooms to help with the transition. Head Start students visit our school in May and take a tour of our school and visit our Kindergarten classrooms.

The local middle school chorus, band, and guidance come to our school in May to present information to our 5th grade students.

### 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***

na

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

na

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

na

***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***

na

## School Improvement Goals

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

### Problem Solving Key

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

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

## Strategic Goals Summary

- G1.** Increase student achievement in core academic areas.

## Strategic Goals Detail

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

**G1. Increase student achievement in core academic areas.** 1a

 G042443

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

**Resources Available to Support the Goal** 2

- New Reading Wonders series
- Subject Area Specialist Support
- District Level Teacher Training
- School Level Teacher Training

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher training

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

Visit Classrooms to monitor effective student engagement activities and will provide feedback to teachers.

**Person Responsible**

Rachel Watts

**Schedule**

On 5/29/2015

***Evidence of Completion***

E3 and Classroom Walk-Throughs

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

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

**G1.** Increase student achievement in core academic areas. **1**

 **G042443**

**G1.B1** Lack of teacher training **2**

 **B103556**

**G1.B1.S1** We have several teachers that attended science learning opportunities during the summer. These teacher leaders will present information to the faculty and lead our grade levels with implementation of the new science strategies. Title I funds were used to purchase a remedial teacher for 4th and 5th grade. This teacher will set up hands on experiments in the lab once a week. We will utilize Title I funds to provide substitutes for teacher training during the school day. **4**

 **S114697**

### Strategy Rationale

Strategies will be used to increase student achievement in the area of Science.

**Action Step 1** **5**

Provide Professional Learning Opportunities for all Teachers

### Person Responsible

Rachel Watts

### Schedule

Weekly, from 8/25/2014 to 5/29/2015

### Evidence of Completion

Professional Development Sign In Sheets, Test Scores, Classroom Walk-Throughs, E3 Teacher Evaluations

## Action Step 2 5

### Person Responsible

### Schedule

### ***Evidence of Completion***

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

Professional Development Training

### Person Responsible

### Schedule

### ***Evidence of Completion***

E3 and Classroom Walk-Throughs

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

Professional Learning Opportunities

### Person Responsible

### Schedule

### ***Evidence of Completion***

E3 and Classroom Walk-Throughs

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide Professional Learning Opportunities for all Teachers	Watts, Rachel	8/25/2014	Professional Development Sign In Sheets, Test Scores, Classroom Walk-Throughs, E3 Teacher Evaluations	5/29/2015 weekly
G1.B1.S1.A2	[no content entered]			one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Visit Classrooms to monitor effective student engagement activities and will provide feedback to teachers.	Watts, Rachel	8/25/2014	E3 and Classroom Walk-Throughs	5/29/2015 one-time
G1.B1.S1.MA1	Professional Learning Opportunities		E3 and Classroom Walk-Throughs	one-time	
G1.B1.S1.MA1	Professional Development Training		E3 and Classroom Walk-Throughs	one-time	

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

### G1. Increase student achievement in core academic areas.

#### G1.B1 Lack of teacher training

**G1.B1.S1** We have several teachers that attended science learning opportunities during the summer. These teacher leaders will present information to the faculty and lead our grade levels with implementation of the new science strategies. Title I funds were used to purchase a remedial teacher for 4th and 5th grade. This teacher will set up hands on experiments in the lab once a week. We will utilize Title I funds to provide substitutes for teacher training during the school day.

#### **PD Opportunity 1**

Provide Professional Learning Opportunities for all Teachers

#### **Facilitator**

District Area Specialists, School Based Teacher Leaders, Administration

#### **Participants**

All Teachers

#### **Schedule**

Weekly, from 8/25/2014 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
Grand Total	0