

# P. M. Wells Charter Academy



2014-15 School Improvement Plan

## P. M. Wells Charter Academy

2426 REMINGTON BLVD, Kissimmee, FL 34744

[www.osceola.k12.fl.us](http://www.osceola.k12.fl.us)

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

78%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

90%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

A

C

B

B

### School Board Approval

This plan is pending approval by the Osceola 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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</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 PM Wells Charter Academy is to provide a network of support among the community (students, staff, parents, administration and the community) to implement an educational model focused on data-driven instruction and student achievement. It is through the articulation and communication of academic progress that all stakeholders begin to understand the process for creation of an academic environment that is rigorous yet focused on increasing student achievement for all.

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

It is the vision of PM Wells Charter Academy that all children can learn, want to learn, and if they experience success they will want to succeed again. By using data-driven, guaranteed viable curriculum, which is standards based, and delivered by well-trained student focused staff that use the best practices of instruction, each student will achieve at their highest level.

#### School Environment

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

PM Wells Charter Academy is a school of choice and draws students from many different Hispanic countries. Statistics for 2012-2013 indicate that 76.7 percent of students were Hispanic, 9.7 percent were Black or African American, 3.5 percent were Asian and 8.3 percent were White, making our culture predominately Hispanic. We hold evening events to bring parents into the school and plan monthly curriculum activities which celebrate the cultures of the different countries. A majority of the staff speaks Spanish and we are able to discuss concerns with parents in their home language. Important correspondence is sent to parents in English and Spanish. Students are encouraged to share their knowledge of customs and traditions through academic endeavours.

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

PM Wells, along with all CSUSA Charter schools has adopted a character development program entitled The Responsive Classroom. Morning meetings are held in every class K-8 to engage students in responsible and respectful dialogues. Through this program students learn manners, traits that build good citizens, and develop a sensitivity to other students who may be different than themselves. Teachers used the first 10 days of school to instruct students in expectations, school processes and procedures. Teachers follow a referral process that involves parents almost immediately if student behavior deviates from what is expected. Students are able to earn privileges using a Paw Bucks monetary reward system for positive behavior. Students arriving from other countries are supported by a Coordinator for ESOL and ESOL strategies are utilized for instruction.

##### **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**



Teachers have classroom goals and expectations posted and reviewed with students. Students also have a student handbook in their agenda which was reviewed at the beginning of the school year. In addition, all classrooms and grade levels are expected to have a positive recognition system in place where students are recognized for doing right. As a school, we implement a positive behavior system where students can earn "paw bucks" which can be used at a later time to receive a reward for doing right, such as homework passes, dances, eat with the teacher, etc. If a student is struggling to maintain the expectations, then a system is in place for teachers to offer warnings, call parents, hold parent meetings, detention, time out, or even refer the student to administration.

**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**

Our Student Services Coordinator works with teachers to identify student needs and provides strategies for teachers, meets with students, and involves parents. Through our Families in Transition program, students who are also in living transition are identified by our registrar and Student Services Coordinator to help assist students with needs related to school and home needs. Uniforms, backpacks and school supplies are on hand to assist students in need to help ensure all their basic needs are met.

**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 is monitored daily by the registrar and individual teachers. Parents of students whose attendance rate falls below recommended guidelines are contacted and asked to come for a conference. A caregiver in our clinic assists with the documentation of absences and reports abuse of attendance and/or communicates reasons for extended or repeated absences. At this time student suspensions are minimal. In all cases the parents would be invited in to assist with a behavior plan and/or the student is referred the MTSS team for discussion or evaluation. Students in danger of failing are monitored monthly. If they fail to acquire credit for a course they are referred to Virtual School to take the missed course online. All Level 1's, 2's, and third grade retentions are given differentiated curricular programming and are requested to participate in our morning, afternoon and Saturday tutoring sessions.

**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	6	7	8	
Attendance below 90 percent	1	2	1	0	1	0	8	4	0	17
One or more suspensions	6	0	0	0	1	5	9	7	2	30
Course failure in ELA or Math	8	10	16	3	1	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	43	40	33	36	69	20	241

***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**

Intervention strategies include small group instruction or one to one as needed with a teacher. Tutoring groups are created based on skill deficits in the classroom and in the school's formal tutoring program. Different computer programs such as Reading Eggs, Plato, Think Through Math, and Reading Plus are used during the day, in the tutoring programs, and at home.

**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**

Weekly communication with parents on upcoming activities in the Panther Praise. PMWCA distributes a monthly newsletter, and uses a mass phone call/text message system to get important information to parents.

**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 Title 1 Coordinator works closely with parents and the local community to establish a welcoming environment. Newsletters are sent monthly. Letters from the principal and flyers advertising upcoming school and community events are sent home through mass emails and through teacher invitations. Parents are encouraged to come in and volunteer in the classrooms to engage students in reading and math activities. The Title 1 Coordinator also recruits business Partners to support school projects.

**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
Patterson, Patricia	Principal
McKeon, Kathryn	Guidance Counselor

**Duties**

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

The Student Services Coordinator along with the School Psychologist and Curriculum Resource Teachers work with the teachers to help with implementing interventions and coaching to meet the needs of individual students. The Principal and Assistant Principal monitor the process and data along with supporting the meetings to assure our students needs are being met through MTSS.

***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 meet monthly with the MTSS Problem Solving Team to discuss current data, teacher data tracking, and student progress. Teachers have access to Study Island, Achieve 3000, EasyCBM, Discovery Education, as well as intervention programs within the core curriculum to intervene on the student's behalf based on their needs. Tiers 1 and 2 are handled at the teacher level and Tier 3 is supported by a resource teacher who pulls students in a one on one setting for individual interventions.

We are a Title 1 school and are able to offer each student a nutritious breakfast provided by the National School Lunch Program (NSLP). There is no cost to any of our students for breakfast. The NSLP provides free lunch for over 80% of our students. Title 1 funds help with instructional resources such as curriculum and supplemental tutoring services. These resources enable us to extend learning past regular school hours.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Patricia Patterson	Principal
Abigail Glasgow	Education Support Employee
Dawn Thompson	Parent
Jeanette Hampton	Parent
Lisa Jaczko	Parent
Delia griffin	Parent

#### Duties

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

#### *Evaluation of last year's school improvement plan*

The SAC Team met in May of 2014 to review the needs of the school and to discuss completion of the plans goals for the year. Feedback from parents was used to determine which curricular program and student needs should be addressed in the 2014-2015 plan.

#### *Development of this school improvement plan*

It was decided at the May 2014 planning meeting that monthly meetings would be held beginning in September 2014 where the PIP Plan would be shared with parents. Sub-committees will be formed as volunteers are available to serve. All expenditures from this plan will be shared with parents

monthly. Members of the team will be notified by mass email, newsletters and the school marquee. All members have input and approval of final draft.

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

The PIP Plan developed in May 2014 included a recommended budget. That plan calls for all expenditures from the plan to be shared with parents monthly. Members of the team will be notified by mass email, newsletters and the school marquee of meetings. All PIP members will have input and approval of final plan and budget.

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

Funds provided were used as follows:

\$3,000 incentives (teacher and students)

\$27,000 SmartsBoards

\$3,000 picnic tables

Food for parent groups during meetings

Materials and supplies

Teacher training including substitutes

***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
Patterson, Patricia	Principal
McKeon, Kathryn	Guidance Counselor

**Duties**

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

Develop five objectives that will support school literacy goals and build grade level reading plans that will transition us to common core and increase instructional effectiveness.

The educational model utilized by this CSUSA Charter School is build with common core standards. Every member of the staff was trained prior to school opening on the standards for their grade and the expectations of how curriculum will be delivered to students. 1) Students will be introduced to and engaged in vocabulary at every level; 2) Cross curricular instruction using standards will be utilized; 3) differentiated instructional strategies will be developed and delivered to students at all levels of achievement; 5) students will have to apply the common core standards before mastery can be achieved.

**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**

Every grade level K-8 has a team leader who will support their teachers and assist with the professional development of new and returning teachers. Team meetings are held weekly and faculty meetings are held weekly or as needed to support the instructional program. A Curriculum Resource Teacher and a Coordinator of Student Services is available daily to assist. This school

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

Charter Schools USA provides each of our school with the best candidates through our Human Resource Department by advertising through hiring websites. We retain our effective teachers by providing them with a great place to work and help students.

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

Charter Schools USA provides new teachers with TLC support that includes pairing with a mentor teacher who aids in the completion of certification requirements such as a teaching portfolios.

## **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***

A team of teachers have collaborated to create a guaranteed and viable curriculum map which is aligned to the standards at each grade level and for each subject. Weekly, teams meet and plan to assure all teachers are on target for mastering the grade level 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***

We have a team who dissects the data for our students. Teachers meet with administration twice a month to discuss data and progress. The MTSS team meets as well with teachers monthly to assure interventions are in place and working to meet the needs of students. Tutoring is provided before, during and after school for all students working below grade level. A gifted/talented class is established in the K-5 grade levels and advanced classes are offered in the middle school. Programs such as Plato, Think Through Math, Reading Plus, and Achieve 3000 are used to instruct students at their level.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 13,500

Students are assigned in small group settings by grade level and ability level to highly qualified teach in both reading and math.

**Strategy Rationale**

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**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**

Bi-monthly benchmark assessments. Students working below grade level will remain in tutoring until they are able to demonstrate grade level proficiency.

**Strategy:** Extended School Day

**Minutes added to school year:** 2,500

CRTs and team leads plan and deliver professional development (PD) to our teachers and staff every Wednesday and on teacher work days. Grade level teachers meet once a week to collaborate on instructional/lesson planning.

**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**

Charter Schools USA has teachers complete a Deliberate Practice Plan (DPP) every year. The plan specifies professional development opportunities determined by administrator observations and evaluations.

**Strategy:** Extended School Day

**Minutes added to school year:** 2,200

After school clubs for Zumba, sign language, photography, chorus

**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 participation and stakeholder feedback

## 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**

Our Student Services Coordinator works with the receiving high schools to assist parents and students in choosing the proper high school for our outgoing 8th graders.

### 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**

High schools visit PMWCA 8th grade students to promote their programs; student services coordinator visits each SS class to discuss GPA's and opportunities for courses of study in high school. Our Kindergarten students are assessed prior to entering kindergarten to see what skills they are coming into school with. In the first month of Kindergarten, our teachers assure all students have been assessed and also implement FLKRS to assess school readiness.

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

PMWCA offers gifted/talented classes in elementary, and advanced and intensive courses in middle school. Students make connections between subjects and their future by experiencing the rewards and consequences of meeting/exceeding academic proficiency (ie. participation in specials classes for students not scheduled for intensive classes)

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

N/A

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

N/A



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

**G1.**

**G2.** Student achievement will improve in all academic areas when teachers consistently provide standards based instruction.

## Strategic Goals Detail

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

**G1.** **1a**

 **G050881**

**Targets Supported** **1b**

**Indicator**

**Annual Target**

**Resources Available to Support the Goal** **2**

.

**Targeted Barriers to Achieving the Goal** **3**



**G2.** Student achievement will improve in all academic areas when teachers consistently provide standards based instruction. 1a

 G043181

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	43.0
Math Gains	80.0
Math Lowest 25% Gains	82.0
AMO Reading - All Students	71.0
Certified in Field	90.0
Developing Teachers (Performance Rating)	100.0
Attendance Below 90%	2.0

**Resources Available to Support the Goal** 2

- Think through Math Program
- Mathletics
- Reading Plus
- Plato
- Bilingual instructional aides
- Before and after school academic tutoring programs

**Targeted Barriers to Achieving the Goal** 3

- Teacher instructional barriers will require extensive training due to 50% staff turnover.

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

Monitor attendance K-8 on a monthly basis.

**Person Responsible**

Kathryn McKeon

**Schedule**

Monthly, from 9/15/2014 to 5/15/2015

**Evidence of Completion**

The registrar will provide accumulated attendance given to the principal by teachers. Point person will allocate positive rewards.

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

Monitor teacher attendance at PLC's. Observe instruction of standards based teaching.

**Person Responsible**

Patricia Patterson

**Schedule**

Weekly, from 9/15/2014 to 5/15/2015

***Evidence of Completion***

Attendance logs, observations, teacher feedback conferences, and monitoring of increased student performance.

## 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


**G2.** Student achievement will improve in all academic areas when teachers consistently provide standards based instruction. **1**

 **G043181**

**G2.B1** Teacher instructional barriers will require extensive training due to 50% staff turnover. **2**

 **B105632**

**G2.B1.S1** Professional Learning communities will be used to assist teachers with learning standards for their particular subject areas. **4**

 **S116930**

### Strategy Rationale

Research shows that training through professional learning communities will significantly raise student academic achievement.

### Action Step 1 **5**

A calendar of meetings will be developed to provide consistent support for teachers.

#### Person Responsible

Kathryn McKeon

#### Schedule

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

#### Evidence of Completion

Agendas, logs and minutes will document attendance.

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

Teachers will be trained on Florida Common Core Standards and approved assessment instruments.

### Person Responsible

Kathryn McKeon

### Schedule

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

### Evidence of Completion

Scores from all assessments will be monitored by teachers through trackers posted in classrooms.

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

Each classroom will have trackers for assessments showing class progress and individual student progress.

### Person Responsible

Patricia Patterson

### Schedule

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

### Evidence of Completion

Test data will be downloaded into Excel so that teachers can easily manage results.

## 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	A calendar of meetings will be developed to provide consistent support for teachers.	McKeon, Kathryn	8/18/2014	Agendas, logs and minutes will document attendance.	5/29/2015 weekly
G2.MA1	Monitor attendance K-8 on a monthly basis.	McKeon, Kathryn	9/15/2014	The registrar will provide accumulated attendance given to the principal by teachers. Point person will allocate positive rewards.	5/15/2015 monthly
G2.MA1	Monitor teacher attendance at PLC's. Observe instruction of standards based teaching.	Patterson, Patricia	9/15/2014	Attendance logs, observations, teacher feedback conferences, and monitoring of increased student performance.	5/15/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Each classroom will have trackers for assessments showing class progress and individual student progress.	Patterson, Patricia	8/18/2014	Test data will be downloaded into Excel so that teachers can easily manage results.	5/29/2015 weekly
G2.B1.S1.MA1	Teachers will be trained on Florida Common Core Standards and approved assessment instruments.	McKeon, Kathryn	9/8/2014	Scores from all assessments will be monitored by teachers through trackers posted in classrooms.	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G2.** Student achievement will improve in all academic areas when teachers consistently provide standards based instruction.

**G2.B1** Teacher instructional barriers will require extensive training due to 50% staff turnover.

**G2.B1.S1** Professional Learning communities will be used to assist teachers with learning standards for their particular subject areas.

### PD Opportunity 1

A calendar of meetings will be developed to provide consistent support for teachers.

#### Facilitator

Maritza Rodriguez

#### Participants

All teachers at PM Wells.

#### Schedule

Weekly, from 8/18/2014 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