

Cordova Park Elementary School



2014-15 School Improvement Plan

Cordova Park Elementary School

2250 SEMUR RD, Pensacola, FL 32503

www.escambia.k12.fl.us

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

43%

Alternative/ESE Center

No

Charter School

No

Minority

36%

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 Escambia County School Board.

SIP Authority and Template

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

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

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

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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	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In all that we do, we teach, so that in all children do, they have the opportunity to learn.

Provide the school's vision statement

Cordova Park Elementary provides an environment in which all children feel happy and safe so that they may learn at their fullest potential.

School Environment

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

Teachers research student cum folders and also make positive calls home. Children are greeted each morning at the door by their teachers.

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

CPES creates an atmosphere that is safe, fair and respectful of students by:

- creating positive teacher student relationships,
- providing a nurturing atmosphere,
- setting clear and consistent expectations for behavior,
- establishing routines and procedures
- providing appropriate amounts of structure for specific situations/needs
- being proactive with the intervention of problems

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 will seek to eliminate disciplinary problems with individual students by personal conferences with the student, administration, the student's other teachers, parents, and through examination of cumulative records.

If a student's conduct is such that it is impractical or impossible to handle through classroom management, he or she will be sent to the principal. It is expected that prior communication between the teacher and the parent will have occurred regarding the child's behavior, the exception being a single instance, which is of a serious nature. As a general rule, parents will be well aware of a behavior problem through some form of documented communication by the teacher prior to a child being sent to the principal. Also, this same communication will occur between the teacher and the principal so that the principal is aware of this problem. WEEKLY CITIZENSHIP GRADES WILL BE SENT HOME.

Teachers will keep a log of discipline problems in their classroom. Teachers, as described in the district's adjudication guidelines, typically handle minor incidents, in the classrooms. However, students who routinely commit these minor behavior incidents can be referred to the principal or assistant principal. The visits to the office are documented on the district's discipline referral and/or the administration's discipline logbook.

Major incidents as described in the district's R&R Handbook are immediately referred to the principal and are documented on the district's official student discipline referral.

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 counselor is on hand to assist with counseling needs. The Rtl team meets to come up with strategies and interventions for students with needs. Mentors are utilized to assist with students' academic needs as well as emotional needs.

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 below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts 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	2	3	4	5	
Attendance below 90 percent	2	7	5	3	4	2	23
One or more suspensions	0	1	4	0	1	0	6
Course failure in ELA or Math	0	0	1	2	2	2	7
Level 1 on statewide assessment	0	0	0	2	10	15	27

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

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

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

- monitor school-wide attendance monthly
- pair targeted students with community youth motivator/mentor
- parent volunteers work with targeted students on skill reinforcement
- tutoring
- notification letters sent to parents of students with high absences
- school social worker referral initiated on students with continued high absences
- refer targeted students to Rtl Team
- students are referred to school counselor and/or outside license counselor if needed

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

CPES expects to meet the district's goal of having our volunteer hours at least double the amount of students in our school. We will maintain or increase the level of parent involvement from last school year. CPES has been a 5-Star school for 13 consecutive years and will apply for the award again this 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

Cordova Park Elementary has a Volunteer/Community Coordinator. This person contacts business partners for donations and volunteers to assist students in learning needs. Several businesses come to specific grade levels and provide instruction related to their specialty.

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
Bauer, Mary	Principal
Cox, Michelle	Assistant Principal
Fox-McMclellan, Margaret	Teacher, K-12
Coon, Rose	Teacher, ESE
Crawford, Vicki	Instructional Media
Hauman, Wendy	Teacher, K-12
Kelly, Jessica	Teacher, K-12
Stevens, Mandy	Teacher, K-12
Jones, Stephen	Teacher, K-12

Duties

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

The team members will offer input for our School Improvement Plan in the months of April and May. Each goal is reviewed by all staff members who provide input as to what programs, teaching methods, etc....should be implemented or discontinued for the following year. Members provide leadership in the collection and analysis of data. They facilitate team discussions about improving instructional practices. They support colleagues to implement instructional strategies effectively. They collaborate with school leaders and other colleagues to address grade-level or instructional issues. They assist in facilitating school-wide staff development activities. They act as a liaison between school leaders and teachers to ensure effective communication. They communicate grade level needs and concerns to the principal.

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

Administration provides time for teachers to build a professional culture of openness and collaboration. Teachers share information, analyzing outcomes, and planning for improvement. The RTI Team meets on a regular basis to engage in the following activities:
 Review universal screening data and link to instructional decisions; review progress monitoring data at grade level and classrooms levels to identify students who are meeting/exceeding benchmarks or are at the moderate risk for not meeting benchmarks. Based on the above information, the team will identify professional development resources if needed. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The Rtl Team supplies strategies for high-quality instruction/interventions and matches it to student needs as well as, using data over time to make important educational decisions. Supplemental Academic Instruction funds will be used to hire Technical Assistants and Parent Liaisons who will work with students and parents through out the school year.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Aggie Bauer	Principal
Barbara Scott Payne	Teacher
Cathie Hendricks	Teacher
Cherry Savage	Education Support Employee
Laura Lawrence	Parent
Melissa Coats	Business/Community
Jessica Fell	Parent
Kim Jones	Parent
Courtney Paris	Parent
Johanna Carmichael	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 reviewed last year's SIP. Parents offered suggestions for changes in the school goals during a monthly SAC meeting.

Development of this school improvement plan

CPES's SAC committee members review and revise the SIP annually. The SAC assists in it's preparation by offering suggestions for any changes needed to the SIP.

Preparation of the school's annual budget and plan

Once budgets are released, the administration and the SAC review them. Parents are allowed to give input and determine the use of school improvement funds.

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

Not Applicable

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
Bauer, Mary	Principal
Cox, Michelle	Assistant Principal
Peaden, Pam	Teacher, K-12
Stevens, Mandy	Teacher, K-12
Thompson, Linda	Teacher, K-12
Krehely, Julie	Teacher, ESE
Sealy, Debbie	Teacher, K-12
Brian, Mandy	Teacher, K-12
Killam, Cheryl	Teacher, K-12
Shareef, Sabrina	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Major initiatives for the current school year are Thinking Maps, Reading Wonders Series and Discovery Education Assessment System. The LLT includes a literacy leader from each grade level. The team promotes and supports literacy through professional development, coaching and/or modeling, addressing scheduling concerns, and providing instructional and student resources and materials.

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 collaborate with one other in solving both learning and discipline problems. Grade levels meet weekly to discuss effective teaching strategies and analyze data. Teachers are encouraged to observe other teachers during their planning to receive ideas of effective teaching.

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

New teachers are partnered with veteran teachers to assist throughout the year. Administration ensures teachers hired are certified in the area in which they are to teach. For 1st year teachers, Escambia County School District has a START mentoring program in which teachers are assigned a certified mentor to support and evaluate the first year. Strategies include:

- 1) Hire experienced teachers.
- 2) Assign veteran teachers to experienced teachers new to the school worksite.
- 3) Hire teachers who are certified in the area in which they teach.
- 4) Provide training for continued learning.

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

- 1) Assign experienced/veteran teachers to new teachers at our worksite.
 - 2) Grade levels will meet once a week which will include the veteran and new teachers' attendance.
- By providing effective support to beginning/developing teachers, we will develop teachers who remain in the field longer and improve student academic performance.

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

The Escambia School District follows and teaches the Florida Standards to students. Curriculum purchased is aligned to these standards. Pacing guides are established for teachers to ensure that standards are taught during the school year.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Discovery Ed is administered three/four times a year. After each assessment, teachers and admin review data. With DE, teachers are able to drill down to specific benchmarks/standards not mastered and can differentiate their instruction to match these needs. With progress monitoring, teachers create ability groups in order to meet individual needs of student during small group instruction. Fifth grade students participate in departmentalized instruction and rotate to a different teacher for math and science. Students are grouped by ability level to allow for more direct instruction. Gifted students are taught by a certified gifted teacher in a self-contained classroom environment for

the entire instructional day.
ESE students are provided services through inclusion

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: 0

Teachers may decide to tutor a student before or after school on an "as needed" basis. Doing so is strictly an individual decision made by the teacher and arranged privately with the parent.

Strategy Rationale

This optional program offers opportunities for building skills that enhance learning. Tutoring can offer students individual attention to help them learn in different and perhaps more effective ways. It also provides an additional academic interaction focused on the individual student.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bauer, Mary, abauer@escambia.k12.fl.us

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

Data used to determine the effectiveness of the strategy are unit tests, Discovery Education, classroom assignments, etc....

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

Preschool aged children are invited to attend school-wide functions such as Gallery Night, Fall Festival, etc...School tours are provided for students transitioning from preschool to kindergarten during the month of May. Transitioning students are also invited in August for a "Meet Your Teacher" visit in which the teacher screens the child, shows him/her the room, and gathers vital information from the parent.

Upper grade students are provided information on various middle school options. Students are given dates and times for informational meetings held by middle schools. Middle school bands and student organizations come to our school to demonstrate skills they have learned in middle school

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student writing scores as measured by Florida's statewide test.
- G2.** Increase student engagement instructional lessons through the use of purposeful peer to peer discussions.

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 writing scores as measured by Florida's statewide test. 1a

G042815

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0

Resources Available to Support the Goal 2

- Thinking Maps, Daily Five, Reading Wonders, Kagan, Tyner, A-Z, Discovery Education Probes, Tutors, RTI, Professional Conversations, Subject Area Specialists and School Reps, IXL , Sum Dog, Departmentalization

Targeted Barriers to Achieving the Goal 3

- Cost of purchasing Thinking Maps materials for each teacher.

Plan to Monitor Progress Toward G1. 8

Thinking Maps, Analyze classroom walk throughs, analyze Discovery Education Assessment

Person Responsible

Michelle Cox

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Student Products, Discovery Education Assessment predicted scores, FCAT 2.0 Test Results

G2. Increase student engagement instructional lessons through the use of purposeful peer to peer discussions. 1a

G042816

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0

Resources Available to Support the Goal 2

- Supportive administration, new trainings, staff training specialists, planning time, professional development office, and strong teacher content knowledge

Targeted Barriers to Achieving the Goal 3

- Teacher training

Plan to Monitor Progress Toward G2. 8

Student Engagement

Person Responsible

Mary Bauer

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Grade Level Log Books 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 writing scores as measured by Florida's statewide test. **1**

 G042815

G1.B1 Cost of purchasing Thinking Maps materials for each teacher. **2**

 B104572

G1.B1.S1 Teachers will have to share training materials. **4**

 S115757

Strategy Rationale

Teachers must share materials because of lack of funding.

Action Step 1 **5**

Purchase Thinking Maps training (Train the Trainer) and materials

Person Responsible

Mary Bauer

Schedule

On 6/1/2015

Evidence of Completion

School calendar, training agenda

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

Thinking Map

Person Responsible

Mary Bauer

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Classroom walk throughs, student performance results

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

teachers will share materials

Person Responsible

Mary Bauer

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Classroom walkthrough

G2. Increase student engagement instructional lessons through the use of purposeful peer to peer discussions.

1

G042816

G2.B1 Teacher training 2

B104573

G2.B1.S1 Thinking Maps Training, Kagan mini trainings / presentations and Visible Learning strategies will be presented in monthly faculty meetings along with duplicating and mirroring district trainings from the Professional Learning Department. 4

S115761

Strategy Rationale

For teachers to be as effective as possible, they must continually expand their knowledge and skills to implement the best educational practices.

Action Step 1 5

Staff Training

Person Responsible

Michelle Cox

Schedule

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

Evidence of Completion

Agendas, sign in sheets

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

Classroom observations and writing data

Person Responsible

Mary Bauer

Schedule

On 5/29/2015

Evidence of Completion

Classroom observations, student products

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

Student Engagement

Person Responsible

Mary Bauer

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Classroom Walk Throughs , Grade Level Log Books, student products

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	Purchase Thinking Maps training (Train the Trainer) and materials	Bauer, Mary	10/1/2014	School calendar, training agenda	6/1/2015 one-time
G2.B1.S1.A1	Staff Training	Cox, Michelle	9/15/2014	Agendas, sign in sheets	9/15/2014 monthly
G1.MA1	Thinking Maps, Analyze classroom walk throughs, analyze Discovery Education Assessment	Cox, Michelle	10/1/2014	Student Products, Discovery Education Assessment predicted scores, FCAT 2.0 Test Results	5/29/2015 monthly
G1.B1.S1.MA1	teachers will share materials	Bauer, Mary	10/1/2014	Classroom walkthrough	5/29/2015 monthly
G1.B1.S1.MA1	Thinking Map	Bauer, Mary	10/1/2014	Classroom walk throughs, student performance results	5/29/2015 monthly
G2.MA1	Student Engagement	Bauer, Mary	10/1/2014	Grade Level Log Books and Classroom Walk Throughs	5/29/2015 monthly
G2.B1.S1.MA1	Student Engagement	Bauer, Mary	10/1/2014	Classroom Walk Throughs , Grade Level Log Books, student products	5/29/2015 monthly
G2.B1.S1.MA1	Classroom observations and writing data	Bauer, Mary	10/1/2014	Classroom observations, student products	5/29/2015 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 writing scores as measured by Florida's statewide test.

G1.B1 Cost of purchasing Thinking Maps materials for each teacher.

G1.B1.S1 Teachers will have to share training materials.

PD Opportunity 1

Purchase Thinking Maps training (Train the Trainer) and materials

Facilitator

Michelle Cox

Participants

Faculty

Schedule

On 6/1/2015

G2. Increase student engagement instructional lessons through the use of purposeful peer to peer discussions.

G2.B1 Teacher training

G2.B1.S1 Thinking Maps Training, Kagan mini trainings / presentations and Visible Learning strategies will be presented in monthly faculty meetings along with duplicating and mirroring district trainings from the Professional Learning Department.

PD Opportunity 1

Staff Training

Facilitator

Asst. Principal and Classroom Teacher

Participants

All teachers on staff

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase student writing scores as measured by Florida's statewide test.	4,100
Grand Total	4,100

Goal 1: Increase student writing scores as measured by Florida's statewide test.

Description	Source	Total
B1.S1.A1 - Funding for train the trainer workshop was provided by Foundation for Excellence	Other	1,400
B1.S1.A1 - 8 Thinking Map Teacher Manuals will be purchased with funding provided by the Professional Learning Department.	Other	1,200
B1.S1.A1 - 10 Thinking Map Teacher Manual will be purchased	Other	1,500
Total Goal 1		4,100