# Carlton Palmore Elementary School



## 2014-15 School Improvement Plan

# Carlton Palmore Elementary School

### 3725 CLEVELND HTS BLVD, Lakeland, FL 33803

### http://schools.polk-fl.net/carltonpalmore

## School Demographics

| School Type | Title I | Free/Reduced Price Lunch |
|---|---|---|
| Elementary | No | 65% |

| Alternative/ESE Center | Charter School | Minority |
|---|---|---|
| No | No | 47% |

## School Grades History

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

## School Board Approval

This plan is pending approval by the Polk County School Board.

## SIP Authority and Template

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

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

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

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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

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# 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 |
|---|---|---|
| Focus | 3 | Ella Thompson |

| Former F | | Turnaround Status |
|---|---|---|
| No | | |

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

**Provide the school's mission statement**

Carlton Palmore Elementary is committed to meeting the individual needs of each child, developing responsible citizens, and challenging students to learn, think and perform at their highest level.

**Provide the school's vision statement**

Carlton Palmore strives to connect students, parents and teachers by creating a learner today and a leader tomorrow.

#### School Environment

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

Our staff is focusing this year on building relationships with our students. As we talk to students and build those relationships, we will learn about their culture, life goals, etc. We also have teachers mentoring students. Teachers meet with their mentee at least 30 minutes a week to just talk and check on them. During this time, a lot of information is shared. Items that are discussed are their weekend plans or how their weekend was, friends of theirs or just what they ate for dinner. With all of these conversations, relationships are focusing.

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

Carlton Palmore Elementary creates an environment where students feel safe and respected by teaching our students one character trait every month. Our guidance counselor discusses with our students what the character trait looks like around the school.

**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**

Our school-wide behavioral system that CPE has in place is called Positive Behavior Support. Each teacher is trained and given a refresher at the beginning of each school year. Each student can earn up to 5 Patriot Bucks each day. They can earn then for being Respectful, Responsive, Responsible, for doing good in specials and an extra for just having an exceptional day. When students go to their specials or to lunch, the teacher leaves a clip board to document any negative behavior. If there was any negative behavior, then they would lose a Patriot buck opportunity for the day.

**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**

*Mentors assigned to students with various concerns
*Check In/Check-out utilized with students in need of positive adult interaction and positive feedback through the school day.

#### Early Warning Systems

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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**

CPE's Early Warning System provides us with a list of students that are absent 10% or more of the days enrolled or tardy 20% or more in one period. When students names enter this system it is our responsibility to contact the parents to let them know the urgency behind their child's absences or tardies. If parents do not respond to our communication, we then contact our School Social Worker to make a home visit.

**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 | 8 | 10 | 12 | 11 | 6 | 8 | 55 |
| One or more suspensions | 0 | 0 | 5 | 5 | 0 | 4 | 14 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | Total |
|---|---|---|
| Students exhibiting two or more indicators | | |

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

When CPE is made aware of students identified by the early warning system, our teachers contact the parents to make them aware of the seriousness of their child's absences. Usually absences result in missing work or suffering grades. Our teachers and staff are in constant communication with parents about absences or tardies.

## 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***

CPE has parental involvement targets within each classroom. Each teacher strives to meet with their students' parents at least 3 times a school year. We hold an Open House Night at the beginning of

the year to explain each grade levels expectations. Teachers send home newsletters twice a nine week period to inform parents of school news and updates. Our school provides library nights, STEAM parent nights, PTA meetings, Grade level parent nights and many other school wide events to incorporate parents in their child's educational process. We also send home a monthly administrator newsletter from the principal stating current and upcoming events and various instructional practices that are happening in the classroom.

**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**

Evidence continues to be positive and convincing that students make great gains when schools engage families and community in their learning. CPE has established a great School Advisory Committee that involves our community members. We keep our community partners up to date on school events and school-wide data at every SAC Meeting. Our school marquee is also up to date with school functions and spirit nights that let everyone know of upcoming events. We also host an All Pro Dads monthly breakfast at the Cleveland Heights Golf Course.

## 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 |
| --- | --- |
| May, Octavia | Principal |
| Rogers, Jennafer | Assistant Principal |

**Duties**

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

The MTSS/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help evaluate the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The MTSS/Leadership team and the SIP do the same Problem Solving Process.

*Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact*

The MTSS/RtI Leadership Team will have focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.
The MTSS/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:
o Review school-wide, grade level, and teacher data to problem solve needed interventions on a

systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

o Meet with District level personnel quarterly to discuss MTSS/RtI updates.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

### School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|---|---|
| Tara Strickland | Parent |
| Lori Roberson | Parent |
| Jennifer Lenz | Parent |
| Mandy Sanders | Parent |
| Ira Carlsen | Parent |
| Brady Livingston | Parent |
| Paul Parker | Parent |
| Susie Bolton | Parent |
| Cristina Mansker | Parent |
| Shireen Rivera | Parent |
| Todd Moore | Business/Community |
| Sonny Register | Business/Community |
| Liz Hernandez | Parent |
| Julie Dean | Business/Community |
| Landlin Earle | Business/Community |
| Carmen Dela Rosa | Parent |
| Octavia May | Principal |
| Jennafer Rogers | Principal |
| Edie Roden | Teacher |
| Kris Wells | Teacher |
| Sommer Showers Coy | Teacher |
| Lilly Penas | Education Support Employee |
| Heather Lilly | Teacher |
| Berty Mota | Education Support Employee |

**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*

As the SIP was being written, the SAC committee was updated on the additions or changes. One it was complete they each received a copy of it.

*Development of this school improvement plan*

Our SAC is involved in the development of our School Improvement Plan in many ways. Select members of our SAC Committee work with the school leadership team to identify barriers and develop strategies to increase student achievement.

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

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

Due to the new Florida standards, there will be professional development for teachers to deepen their understanding of the standards.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***
No

*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 |
|---|---|
| May, Octavia | Principal |
| Rogers, Jennafer | Assistant Principal |

**Duties**

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

Our Literacy Leadership Team will monitor the progress of reading and writing proficiency. They will ensure reading and writing is addressed in all of their grade level classrooms and provide their grade level teachers with the support and tools needed to successfully teach reading and writing skills. We will increase our analytical writing PD for our teachers to incorporate strategies to ensure success. We will implement Daily Read Aloud's using vocabulary in context focus and summarizing in all grade levels, encourage AR with each student and continue to purchase books for the library to be used in teacher's daily lessons. Our LLT will also look at our school data to create and share activities to promote literacy in our school.

## 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**

CPE has a collaborative planning day on Thursday. The master schedule has been designed to provide consistent, non-negotiable times for teachers to meet. Each grade level will meet to break down the standards that they are planning for. One administrator will sit in on their planning to assist in the strategies and focus of each lesson.

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

*Utilize the Department of Recruitment and Retention to provide assistance on all hiring and placement procedures
*Recruitment of highly qualified instructional personnel by office interviews and checking references given
*Carlton Palmore organizes a common planning time, professional development for growth and mentoring/support as needed. The staff that are responsible for these strategies are the administration, teachers and leadership team.

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

We follow the district guidelines for beginning teachers and pair them with an experienced peer on the same grade level that they are teaching. Depending on their needs, the new teacher may shadow the peer to learn teaching styles or classroom management. Our grade chairs work very closely with their team members to provide support when necessary. Administrators will allow time for new teachers to observe in a model teachers classroom. We will then provide time for debriefing to occur.

## 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***

Our school creates ongoing opportunities for teachers to unpack the Florida standards. Teachers plan using the Florida standards and the district curriculum maps. After looking at the standards, our teachers then retrieve the necessary materials to successfully teach that specific standard with mastery.

#### 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***

CPE uses beginning of the year assessments to get a look at what our students come in knowing. Teachers then use formative assessments to provide differentiated instruction as the standards are taught. As students do not master the specific standard, that is when teachers pull small groups to reteach or go deeper. Also, the students that master the standard quickly, our teachers accelerate them with taking the standard to the next level. We also have an uninterrupted, 120 minute reading block and an uninterrupted 90 minute math block along with an additional 30 minute iii Reading and Math block.

***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:** 30 |

Since we added an additional 30 minutes on to our school day we have added more time for core academic instruction. Our teachers teach a full 120 minute reading block with an additional 30 minutes of reading iii. They also teach a full 90 minutes of math with an additional 30 minutes of math iii.

### Strategy Rationale

We feel that adding that additional 30 minutes on to our school day will help our teachers fully implement the Florida standards with fidelity. The additional time helps teachers slow down their teaching and go deeper in to the standards.

### Strategy Purpose(s)

- Core Academic Instruction

### Person(s) responsible for monitoring implementation of the strategy
May, Octavia, octavia.may@polk-fl.net

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

Administration will be monitoring the end of unit assessments, formative assessments, FAIR and IMPROVE assessments with our teachers to check for effectiveness of our extended day.

## 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

• Kindergarten Round-up is held in April every year. This is a time for parents to come and enroll their children for Kindergarten.
• We host a Patriot Preview in April for all parents of incoming Kindergarten students. At our preview our Administration introduces each Kindergarten teacher. The Kindergarten teachers narrate a slide show that provides parents with a great overview of our curriculum, school, and a day in the life of a kindergarten student. Parents are provided with brochures and other information about resources available in Polk County. Kindergarten expectations are explained and parents are given sample activities to work with their children ensuring a smooth transition from early childhood programs to elementary school programs.
• Two PRE-K programs – 1 School readiness/ESE and 1 ESE
• Within the first thirty days of school, the Florida Kindergarten Readiness Screening (FKLRS) is administered by Kindergarten Teachers. Students will also be assessed using the Florida Assessments for Instruction in Reading (FAIR). The results from FKLRS and FAIR are analyzed to group students according to specific skills in order to meet the individual needs of students. Students, who are identified by Child Find with special needs, participate in the ESE Pre-K program in order to provide service to students with low readiness rates.
• Standards Based Assessment Report Card is utilized in Kindergarten, first and second grade.

### 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*

# School Improvement Goals

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

## Problem Solving Key

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

1 = Problem Solving Step          🔑 S123456 = Quick Key

## Strategic Goals Summary

**G1.**          Teachers will use knowledge gained from Professional Development to ensure delivery of rigorous standards based instruction with ongoing progress monitoring utilizing research based instructional strategies to demonstrate high expectations.

## 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*

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**G1.** Teachers will use knowledge gained from Professional Development to ensure delivery of rigorous standards based instruction with ongoing progress monitoring utilizing research based instructional strategies to demonstrate high expectations. 1a

🔍 G042863

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| AMO Reading - All Students | 65.0 |
| AMO Math - All Students | 67.0 |

### Resources Available to Support the Goal 2

- AmeriCorps Tutors
- District Coaches
- PLC and Vertical Teams
- YMCA Reads
- Reflex-Math

### Targeted Barriers to Achieving the Goal 3

- Monitoring data to change and drive instruction as needed

### Plan to Monitor Progress Toward G1. 8

We will monitor formative and standardized assessments, MTSS data and ongoing student data.

**Person Responsible**

Octavia May

**Schedule**

Monthly, from 8/25/2014 to 6/4/2015

***Evidence of Completion***

*We will see the evidence of teachers analyzing their data *We will see a reduction in our students that receive Tier II and Tier III services.

## Action Plan for Improvement

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

### Problem Solving Key

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

[1] = Problem Solving Step          🔑 S123456 = Quick Key

**G1.** Teachers will use knowledge gained from Professional Development to ensure delivery of rigorous standards based instruction with ongoing progress monitoring utilizing research based instructional strategies to demonstrate high expectations. [1]

🔑 G042863

**G1.B1** Monitoring data to change and drive instruction as needed [2]

🔑 B104710

**G1.B1.S2** PLC / Grade Level Professional Development [4]

🔑 S115921

**Strategy Rationale**

With monthly PD and reinforcement of PD.

### Action Step 1 [5]

Teachers will actively participate in monthly professional development to increase knowledge of rigorous standards based instructional strategies.

#### Person Responsible

Octavia May

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### *Evidence of Completion*

Administrators will conduct walk throughs to ensure PD is being implemented effectively in teachers daily instruction. Administrators will follow the 2014-2015 Professional Development calendar.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** `6`

Administrators will conduct classroom walk-throughs to monitor fidelity of implementation.

**Person Responsible**

Octavia May

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Teachers will bring student work samples to collaborative planning to show effectiveness of the PD provided according to the Professional Development calendar. Administrators will also be logging evidence into Journey.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** `7`

Administrators will conduct walk-throughs and teachers will provide student work samples to monitor effectiveness.

**Person Responsible**

Octavia May

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Student work samples and Administrator documentation through Journey.

## 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.S2.A1 | Teachers will actively participate in monthly professional development to increase knowledge of rigorous standards based instructional strategies. | May, Octavia | 8/18/2014 | Administrators will conduct walk throughs to ensure PD is being implemented effectively in teachers daily instruction. Administrators will follow the 2014-2015 Professional Development calendar. | 6/5/2015 monthly |
| G1.MA1 | We will monitor formative and standardized assessments, MTSS data and ongoing student data. | May, Octavia | 8/25/2014 | *We will see the evidence of teachers analyzing their data *We will see a reduction in our students that receive Tier II and Tier III services. | 6/4/2015 monthly |
| G1.B1.S2.MA1 | Administrators will conduct walk-throughs and teachers will provide | May, Octavia | 8/18/2014 | Student work samples and Administrator documentation through Journey. | 6/5/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| | student work samples to monitor effectiveness. | | | | |
| G1.B1.S2.MA1 | Administrators will conduct classroom walk-throughs to monitor fidelity of implementation. | May, Octavia | 8/18/2014 | Teachers will bring student work samples to collaborative planning to show effectiveness of the PD provided according to the Professional Development calendar. Administrators will also be logging evidence into Journey. | 6/5/2015 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 Opportuntities

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

# Technical Assistance Items

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

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# Budget Rollup

| Summary | |
|---|---|
| **Description** | **Total** |
| **Grand Total** | **0** |