

Orange Park Performing Arts Academy (Oppaa)



2014-15 School Improvement Plan

Orange Park Performing Arts Academy (Oppaa)

1324 KINGSLEY AVE, Orange Park, FL 32073

<http://op-performingarts.org/>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

Yes

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Clay County School Board on 10/14/2014.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	21
Appendix 2: Professional Development and Technical Assistance Outlines	21
Professional Development Opportunities	22
Technical Assistance Items	23
Appendix 3: Budget to Support Goals	24

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	2	Wayne Green
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 OPPAA is to build an environment that promotes excellence in educational achievement, creativity, and character through a focus on both arts and academics. Through a tradition of artistic and academic excellence, OPPAA will create an environment of superior guidance, scholarship, and achievement among our students to prepare them for future challenges.

Provide the school's vision statement

Fostering an environment where every child is a rising star.

School Environment

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

Prior to the first week of school, during open house, parents, teachers and students meet to discuss who they are and what progress they want to make during the school year. This helps to establish initial goals for each child. Throughout the first week of school the same process is completed with each class. This helps the students get to know each other, who they are and how they will relate to each other. From there, teachers encourage their class to set class goals with the motto of "aim higher, try harder" in mind.

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

Safety is our school's number one priority. If students are not safe or do not feel safe, they will not be able to learn as they will be focused on their concerns rather than their learning. Respect between staff members, students and parents is crucial for a positive relationship. Without this aspect students' education will be hindered by the lack of respect between key members of the culture.

Facilities are locked up every night and then checked by a second individual to ensure safety. During the day the facility remains locked and visitors must be "buzzed" in to the office. Staff members have I.D. tags and visitors receive badges on which their name, the date and the purpose of their visit is recorded.

Students are awarded with citizenship awards when they are caught doing good deeds for others and meeting behavior goals. Parents, students and teachers meet together to set character goals and discuss student's history at both OPPAA and other schools.

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

CHAMPS is used throughout the school to minimize disruptions, keep students on task and encourage positive behavior. Students are taught how to read a CHAMPS chart the first day of school. Teachers consistently refer to the CHAMPS charts and which levels the students should be using at various times in the day. In addition, all teachers use a color chart. The charts have 6 levels. The students start on the middle level and have the possibility of moving up the chart for good

behavior or work or moving down the chart for poor behavior or work. Students' colors are reported to parents at the conclusion of the day through the use of the daily planner. All staff members were trained on CHAMPS and color charts before the start of school. These charts are also used in P.E., Specials and the lunch room.

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

OPPAA is fortunate to be a school which has small class sizes and great student-teacher relationships. Teachers know their students well and get to know them as individuals rather than just students. Staff members take on specific students with needs to mentor them and encourage them throughout the day. This is a system by which each homeroom teacher identifies the students in their class who are in need of mentoring. Each identified student is then assigned to a teacher other than their homeroom teacher. They then meet outside of class time for times together such as lunch, recess, student helpers, talk time and just time to get to know each other. Students with social emotional needs on their IEPs or BIPs receive scheduled time with teachers to discuss such needs. The Principal and Dean of students is available to speak to any student who needs guidance or someone to talk to.

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

Not Applicable

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

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

The school's mission and vision are prominent on the website and are promoted in every parent meeting held. Upon enrolling in the school, parents are given a personal tour of the facility and an opportunity to speak with the Principal concerning their child, and what the school has to offer them. Parents are encouraged to drop in at any time and visit the school, Principal or the classrooms. They are required to volunteer 12 hours per year and to support the classroom through their assistance. Nightly planners are sent home which encourage parents to communicate with the teachers on a regular basis. Monthly parent events are held which encourage parents to become partners in their child's education through attendance and hands-on activities. The events are either showcases or academic events. Parents are encouraged to participate with their child in each activity.

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

OPPAA has partnerships with Jacksonville Symphony, Ameris Bank, and The Performing Arts Center of Jacksonville and is establishing partnerships with other businesses and companies. Jacksonville Symphony is working on donating instruments to the school and is eager to work together to create musicians who will benefit their organization. Local businesses are permitted to advertise in the school news letter in exchange for donations or support. The school is actively involved in the community through performances and debuts. Community members are welcome to attend all OPPAA performances and are encouraged to get involved in the activities and events. The school festival includes donations from local businesses as well as opportunities for them to share their services with the parents.

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
Leitem, Trisha	Principal
Carter, Tim	Dean
Burse, Alesia	Other

Duties

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

Dr. Alesia Ford-Burse is the Board President and Founder of the school. She is the Head of the school and supports the Principal and staff in the education process. She leads the board through decision making and assists them in guiding the school toward success. Trisha Leitem is the Principal of OPPAA and is actively involved in the day-to-day processes and decision making of the school. She is responsible for providing the staff with professional

development and guiding them in best practices for education. She works in conjunction with Dr. Burse to inform the board of the progress of the school and to guide them in decision making and leadership.

Tim Carter is the Dean of Students and Arts. He encourages uniformity through the arts and assists the teachers with bringing the arts into their lessons. His interaction with the students includes discipline referrals and ESE teaching. He has knowledge of each child in the school through his teaching of drama within the student's day.

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 school board, in conjunction with Dr. Burse and Trisha Leitem establish an overall budget for the school. Once established, Ms. Leitem creates the master purchase order which specifies how each line item will be spent. She guides teachers to share items and ideas and to cooperate together to make lessons and use resources. Ms. Leitem meets bi-weekly with classroom teachers to establish goals based on the data chats and data wall. These PLC times result in established goals and at times, items which need to be purchased to support education. Items which are ordered are tracked through an inventory which is kept up to date through the administrator's office.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Student	

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

Charter Schools are not required to have a SAC

Development of this school improvement plan

Charter Schools are not required to have a SAC

Preparation of the school's annual budget and plan

Charter Schools are not required to have a SAC

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

Charter Schools are not required to have a SAC

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

Charter Schools are not required to have a SAC

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Leitem, Trisha	Principal
Wilson-Williams, Rhonda	Teacher, K-12
Carter, Tim	Dean
Lockman, Tracy	Teacher, K-12
Hayes, Mattie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT is involved in promoting literacy through the grade level meetings. Each month a PLC is focused on Reading and the LLT member is responsible for guiding that particular meeting toward data chats centered around reading and literacy. They are encouraged to attend district meetings and trainings that are based on literacy.

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

Collaborative planning is a requirement at OPPAA. The schedule has been set up in such a way that grade level meetings are established twice per week while students are at specials classes. Teachers meet as grade levels to discuss the next week's lessons, student gains and how to best meet each child's needs. Twice per month the Principal sits in on the meetings to guide their progress and ensure teamwork is cooperative and flexible.

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

Administrators attend yearly teacher recruitment fairs and maintain resumes of highly qualified teachers. Administration works to ensure that all staff and faculty feel supported in order to retain highly qualified staff.

Resumes are acquired through teachers-teachers and indeed.com.

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

As this is the first year that OPPAA is open, all teachers meet with the Principal once per month to help assist their transition to the school and the implementation of policies and procedures. The Principal observes the teachers on a regular basis and gives positive encouragement and feedback on teaching strategies and possible areas in need of improvement. The entire staff meets bi-weekly to discuss school policies, teaching strategies and manners in which the school can improve.

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 curriculum which the school has purchased are state adopted programs which have been proven to be highly successful. Online components and built in differentiation allow the teacher flexibility in lesson planning and development. Data tracking is an integral part of the lesson guides and is established through tracking of data by standard, test, question style and assessment type. Curriculum Maps, PLCs, CPALMS, and PLC logs are all used to ensure students are progressing at an adequate rate using the most up to date teaching styles.

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

Small group teaching is an integral part of OPPAA's schedule and teaching style. Student's data is tracked via assessments and anecdotal notes. Teachers observe students and ensure that teaching styles match learning styles. Teachers will reteach lessons in various formats so that each child's needs are being met. Data is broken down by strand to ensure that each child is mastering the standards. Tracking sheets are used to catch learning gaps and areas of weakness. A spiraling of standards ensures that retention becomes long term.

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: 11,880

Our school day is from 7:30-3:00. This is an hour longer than the average school day. We use this time to enrich all student's learning by including a longer reading and math block within the day. The students have 90 minutes for math and 120 minutes for reading. The arts are embedded into the blocks so that students receive hands-on arts, oriented lessons every day.

Strategy Rationale

Hands on learning has been proven to increase learning. Using both sides of the brain has also proven to increase retention of information learned.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Leitem, Trisha, tleitem@oppaa.org

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

Math and reading are tracked through data walls, PLC discussions and data chats. Assessments are also tracked to ensure growth.

Strategy: After School Program

Minutes added to school year: 34,600

After school enrichment is offered for all students. They may choose from classes such as Creative Writing, Drama, Band, Multicultural Music, Modern Dance, Jazz, Guitar, and Yoga.

Strategy Rationale

The arts have been proven to enrich student's education and back up learning accomplished within the classroom.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Burse, Alesia, rev_alesia62@bellsouth.net

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

Enrollment & tracking of progress of students enrolled

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

Students who transition to OPPAA are welcomed at all times of the year. They are given a personal tour during which the Principal asks questions of the parents and students to find out who they are and what their needs may be. Such information is used to pair them up with a teacher who fits their learning style or need for direction. Parents and students are then introduced to the teacher and are given an opportunity to discuss needed items before enrolling. Once students are enrolled they are given a classroom buddy to assist them with day to day tasks and classroom routines. Students who transition out of OPPAA are given an opportunity to meet with the Principal and discuss the reasons for leaving.

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

Does not apply

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

Does not apply

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

Does not apply

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

Does not apply

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. Math Goal of 8% above state average

G2. Reading - 8% above state average

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. Math Goal of 8% above state average **1a**

 **G046261**

Targets Supported **1b**

Indicator

Annual Target

Resources Available to Support the Goal **2**

- Math Text, IXL

Targeted Barriers to Achieving the Goal **3**

- Lack of historical data or baseline

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

Assessment data from IXL, math assessments and prior FCATs

Person Responsible

Trisha Leitem

Schedule

Biweekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

PLC notes and data wall

G2. Reading - 8% above state average 1a

G046190

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- FAIR, FCAT, Running Records, IXL

Targeted Barriers to Achieving the Goal 3

- This is our first year. Establishing a baseline has been challenging. We are using the State Average as our baseline in order to assist us in having a goal.

Plan to Monitor Progress Toward G2. 8

Assessment data will be collected bi-weekly and as available

Person Responsible

Trisha Leitem

Schedule

Biweekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Report cards, progress reports, data wall.

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. Math Goal of 8% above state average **1**

 **G046261**

G1.B1 Lack of historical data or baseline **2**

 **B114542**

G1.B1.S1 We will test incoming students to establish their areas of need and possible standards which are lacking from previous years. **4**

 **S126076**

Strategy Rationale

Knowing student's weaknesses and areas of strength will help establish how we can help them improve

Action Step 1 **5**

Establish assessment data by which to establish goals, then hold PLCs to guide instruction

Person Responsible

Trisha Leitem

Schedule

Biweekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

ongoing PLCs and data

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

bi-weekly PLC meetings and data chats

Person Responsible

Trisha Leitem

Schedule

Biweekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

data from assessments will be collected and broken down to establish goals for each child and small groups

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

Teachers will meet with administration to discuss what each can do to encourage growth within their room

Person Responsible

Trisha Leitem

Schedule

Biweekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Student assessment data, data wall tracking

G2. Reading - 8% above state average 1

G046190

G2.B1 This is our first year. Establishing a baseline has been challenging. We are using the State Average as our baseline in order to assist us in having a goal. 2

B114348

G2.B1.S1 Teachers are going to assess students and establish individual goals for each child 4

S125851

Strategy Rationale

Setting goals has proven to be one of the highest indicators of success for growth.

Action Step 1 5

Weekly PLCs focused around data chats and the data wall

Person Responsible

Trisha Leitem

Schedule

Biweekly, from 10/1/2014 to 5/28/2015

Evidence of Completion

Data wall will be used to track progress and establish goals

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

Bi-weekly meetings are scheduled events - attendance is taken - data wall is updated

Person Responsible

Trisha Leitem

Schedule

Biweekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Sign in sheets will be collected. PLC logs will document collaboration. Data wall updates will be tracked

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

Classroom walkthroughs, Formative assessments, data analysis

Person Responsible

Trisha Leitem

Schedule

Biweekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Data wall will be updated bi-weekly

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	Weekly PLCs focused around data chats and the data wall	Leitem, Trisha	10/1/2014	Data wall will be used to track progress and establish goals	5/28/2015 biweekly
G1.B1.S1.A1	Establish assessment data by which to establish goals, then hold PLCs to guide instruction	Leitem, Trisha	10/1/2014	ongoing PLCs and data	6/1/2015 biweekly
G1.MA1	Assessment data from IXL, math assessments and prior FCATs	Leitem, Trisha	10/1/2014	PLC notes and data wall	6/1/2015 biweekly
G1.B1.S1.MA1	Teachers will meet with administration to discuss what each can do to encourage growth within their room	Leitem, Trisha	10/1/2014	Student assessment data, data wall tracking	6/1/2015 biweekly
G1.B1.S1.MA1	bi-weekly PLC meetings and data chats	Leitem, Trisha	10/1/2014	data from assessments will be collected and broken down to establish goals for each child and small groups	6/1/2015 biweekly
G2.MA1	Assessment data will be collected bi-weekly and as available	Leitem, Trisha	10/1/2014	Report cards, progress reports, data wall.	6/1/2015 biweekly
G2.B1.S1.MA1	Classroom walkthroughs, Formative assessments, data analysis	Leitem, Trisha	10/1/2014	Data wall will be updated bi-weekly	6/1/2015 biweekly
G2.B1.S1.MA1	Bi-weekly meetings are scheduled events - attendance is taken - data wall is updated	Leitem, Trisha	10/1/2014	Sign in sheets will be collected. PLC logs will document collaboration. Data wall updates will be tracked	6/1/2015 biweekly

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. Math Goal of 8% above state average

G1.B1 Lack of historical data or baseline

G1.B1.S1 We will test incoming students to establish their areas of need and possible standards which are lacking from previous years.

PD Opportunity 1

Establish assessment data by which to establish goals, then hold PLCs to guide instruction

Facilitator

Trisha Leitem

Participants

All Classroom teachers

Schedule

Biweekly, from 10/1/2014 to 6/1/2015

G2. Reading - 8% above state average

G2.B1 This is our first year. Establishing a baseline has been challenging. We are using the State Average as our baseline in order to assist us in having a goal.

G2.B1.S1 Teachers are going to assess students and establish individual goals for each child

PD Opportunity 1

Weekly PLCs focused around data chats and the data wall

Facilitator

Trisha Leitem

Participants

All classroom teachers

Schedule

Biweekly, from 10/1/2014 to 5/28/2015

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