

Belle Glade Excel Charter School



2014-15 School Improvement Plan

Belle Glade Excel Charter School

555 SW 16TH ST, Belle Glade, FL 33430

www.ecs.lsfnet.org

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

99%

Alternative/ESE Center

No

Charter School

Yes

Minority

99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

School Board Approval

This plan is pending approval by the Palm Beach 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Belle Glade Excel Charter School's mission is to provide an exemplary personalized learning program in a supportive, resource-rich learning environment. We are dedicated to excellence and committed to nurturing passionate lifelong learners.

Provide the school's vision statement

We will assist the Florida public schools in setting the standard for educational quality. The core values of honesty, respect, tolerance, fairness, self-discipline, integrity, responsibility, citizenship, work ethic, and trust will be the foundation upon which our schools will be built.

Students will take pride in their school and will respect the dedicated teachers and staff who commit their lives to education. Students will hold themselves to high standards of achievement and academic excellence. They will be grateful for the privilege of receiving an education and they will strive, to the best of their ability, to accomplish their educational goals. All students will have an equal opportunity to receive a quality education.

Parents will have the right to participate and will be encouraged and expected to get involved in their school, including the governance of their school. Parents will support the teachers and the administration of the school and will follow through at home to make certain their children live up to their school commitments and obligations. Our school will respect the diverse cultures and faiths of parents and students and our school will be a place of tolerance and understanding.

Academic standards will be high and all students will have a personal education and goal plan to ensure direction and encouragement along a path that allows them to become the best they can be. All students will be proficient in the core essentials of learning and will be prepared to be successful in their continuing education, in their chosen careers, and as productive citizens of the United States.

The faculty and staff of our school will be competent and caring professionals who will work as teams to teach, coach and motivate students to learn. They will continuously strive to increase their skills, to be proficient in the latest educational technologies and to be outstanding role models for students.

The faculty and staff will be mentors and advisors to students and parents. They will be aware of the personal educational needs of each of their students. They will bear the responsibilities and live up to the high expectations of their profession and will take an active role in their communities and in their school.

The future of our country and our American way of life depends on the education of our children. In Florida, we must rise to the challenge and rebuild our public education system into a responsive institution that serves our students, our State and our Country with pride and distinction. The Belle Glade Excel Charter School serves students in Kindergarten through Fifth grade residing in Palm Beach County.

School Environment

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

Students, staff and parents attended our annual meeting where all cultural heritage was discussed. Students and parents attend cultural awareness programs at the local library. We also plan to hold activities throughout the school year to enrich all aspects of cultural diversity.

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

We have implemented a new program "The Leader in Me Program" . This program instills leadership skills based on Dr. Covey's skills of leadership, that have been adapted for elementary students.

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

The Leader in Me is a whole-school transformation model that acts like the operating system of a computer—it improves the performance of all other programs. Based on The 7 Habits of Highly Effective People, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st-century economy.

Te Leader in Me schools across the country. It started in 1999 when struggling school A.B. Combs Elementary was asked to reinvent itself or be shut down. When Principal Muriel Summers asked parents and business leaders what they wanted in their schools, she heard the following:

- Leadership
- Accountability
- Adaptability
- Initiative and Self-Direction
- Cross-Cultural Skills
- Responsibility
- Problem Solving
- Communication
- Creativity
- Teamwork

This feedback represents what most people believe — that our schools should not merely be focused on improving test scores, but should provide opportunities for students to develop their full potential. As Muriel searched for answers, she attended a 7 Habits workshop and noticed how comprehensive the habits were in covering the same needs expressed by her community. She and staff developed a leadership theme and a school mission statement: To Develop Leaders, One Child at a Time. They taught the 7 Habits not as a curriculum, but in a ubiquitous fashion, integrating them into the curriculum, traditions, systems, and culture of A.B. Combs. Therefore our school adopted this model.

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

Students are given weekly character trait instruction on Fridays using Kelso Choice. Students are serviced with counseling through Jerome Goldmine Center .

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

All Level I students are in daily pull-out with our reading coach using Focus Research-based reading, along with thirty minutes pull-out time for additional academic support in reading and math. They also attend after care using the Afterschool Kidzlit and Kidzmath that focuses on writing, reading and math. The level of suspensions have been reduced due the 'Leader in Me Program".

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	3	
Attendance below 90 percent	1	0	1
One or more suspensions	0	0	
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	0	13	13

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

Indicator	Grade Level				Total
	K	1	2	3	
Students exhibiting two or more indicators	41	12	5	9	67

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

- Academic Pull-out
- RTI
- Reading Pull-out
- Aftercare Academic Support
- Progress Meeting with Parents

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parents will attend progress report nights, review notes from teacher through student agendas. Parents will be given quarterly newsletters from school to showcase school events. Parents will participate in Title I meeting monthly.

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

Using the media to invite the community to school functions along with sending them copies of our quarterly newsletters. We partner with Luthern Services, Family Central, Bridges and Jerome Goldmine Center.

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
Williams, Shikira	Principal
Rainy, Mary	Assistant Principal
McCall, marvin	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, which includes all teachers work collabartively in the monitoring of students progress and making instructional changes as needed according to student performance. We work together to make decisions on academic programs, enrichment ideas and project based learning strategies.

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

Title I funds are used to provide students with access to Study Island, Reading Eggs, AHA Math and Focus Reading. Teachers are provided professional development by reading coach. Funds are used to purchase MIMIO Boards and classroom supplies. Family Involvement activities are supported by these funds.

Title II funds provide professional devevelopment provided by the school district. Nutrition program provides healthy snacks during aftercare . Our business partners include Palm Beach College, Florida Memorial, Luthern Services, Bridges and Peppi Head Start.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mary Rainey	Teacher
	Student
Shaquasha Delia	Parent
Marvin McCall	Teacher
	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

They participated in the Title I survey and held meeting in which they provided feedback.

Development of this school improvement plan

School board approved plan for SIP and PIP will be presented during the October 2014 board meeting. Any changes the board suggests will be made and sent to parents as an update. Tentative Parent representative of the board was also given a chance to review and give feedback of current plan.

Preparation of the school's annual budget and plan

Met during the summer for pre-planning

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

Meeting agenda paper, flyers for meeting, refreshments

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
Williams, Shikira	Principal
McCall, marvin	Teacher, K-12
Rainy, Mary	Assistant Principal
Delia, shaquasha	Other

Duties

Describe how the LLT promotes literacy within the school

Increase reading with student using the daily reading log. Students use Reading Eggs and we provide Literacy Night. The school also provides biweekly visits to the Belle Glade Public Library where students can obtain a library card and check out books. Students identified as lower level readers get addition support from a reading teacher daily,

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

The teacher plan with administration ever Tuesday in the area of reading and every Thursday in the area of Math. Teachers also have after school planning. This how we provide support to our first year teachers and give them additional support.

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

School retains teachers by providing training opportunities and time to attend training. Our HR department does a great job in marketing to agencies along with websites that have proven to be successful in garnering qualified applicants. We offer graduate courses to all new hires along with a stipend for all returning teachers, we participate in college recruitment events throughout the school year.

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

Belle Glade Excel Charter School has an Assistant Principal that works collaboratively with the Principal to garner understanding and information of their job and performance goals for students. Support is gained through bi-weekly meeting and ongoing training / chats about student academic performance. The school partners with local organizations that support reading and buddy read with students during the school day.

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

All of our curriculum is common core based and aligned to Florida standards along with being approved by the state of Florida. Journeys Reading, Go Math, Fusion Science, Hello World and Focus Reading.

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

The school uses data to group students for academic pullout along with reading pull out. The data is also used to show parents students academic level and set goals to make gains.

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: 9,200

Students on a rotated basis will have additional academic support for 30 minutes daily in the areas of reading, writing and math Kidzmath and Kidzreading.

Strategy Rationale

Students given additional support should produce academic gains

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Williams, Shikira, shikira.williams-sprauve@palmbeachschools.org

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

Students diagnostic data is printed from technology based academic support programs.

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

In the Spring the administrative team will hold kindergarten round-up meeting with local head start programs. We will provide information for the readiness kit along with onsite tours. Our kindergarten teacher will pre-plan with head start teachers in the spring. Partner with local head start programs to provide academic support during the school year.

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.** If Teachers provide rigorous instruction aligned with the new standards then students will make academic gains.

- G2.** If Parents provided with the opportunity to participate in schoolwide activities then parent will have a better understanding to support students academic gains.

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. If Teachers provide rigorous instruction aligned with the new standards then students will make academic gains. **1a**

G046297

Targets Supported **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	18.0
FSA - English Language Arts - Proficiency Rate	18.0

Resources Available to Support the Goal **2**

- AHA Math, Reading Eggs, Study Island , Reading Express and Focus on Reading
- IPad, MacAirs and MIMIO Boards
- Kidzlit's (Reading & Math)

Targeted Barriers to Achieving the Goal **3**

- Limited understanding of the new standards

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

Topics that support PD growth

Person Responsible

Shikira Williams

Schedule

Annually, from 8/4/2014 to 6/4/2015

Evidence of Completion

agenda's / staff training

G2. If Parents provided with the opportunity to participate in schoolwide activities then parent will have a better understanding to support students academic gains. 1a

G046298

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	18.0
FSA - English Language Arts - Proficiency Rate	18.0

Resources Available to Support the Goal 2

- The Leader in Me Program
- Parent Resource Room

Targeted Barriers to Achieving the Goal 3

- Parents have limited understanding of the standards

Plan to Monitor Progress Toward G2. 8

list of attendance on sign in sheet

Person Responsible

Mary Rainy

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

sign in sheets, agendas

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. If Teachers provide rigorous instruction aligned with the new standards then students will make academic gains. **1**

 G046297

G1.B1 Limited understanding of the new standards **2**

 B114700

G1.B1.S1 Infuse technology and software for students that is aligned with the new standards **4**

 S126227

Strategy Rationale

Students will have the opportunity to experience standards in a variety of modalities

Action Step 1 **5**

Incorporate the use of software programs into the classroom

Person Responsible

marvin McCall

Schedule

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

Evidence of Completion

lesson plans and activity usage logs

Action Step 2 5

Reading Teacher will provide small group instruction with low achieving students

Person Responsible

marvin McCall

Schedule

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

Evidence of Completion

Pull out schedule and lesson plans

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

PD that supports professional growth

Person Responsible

marvin McCall

Schedule

Quarterly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Agenda's

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

Have staff share information with staff

Person Responsible

Mary Rainy

Schedule

Weekly, from 8/4/2014 to 6/4/2015

Evidence of Completion

Agenda's

G2. If Parents provided with the opportunity to participate in schoolwide activities then parent will have a better understanding to support students academic gains. 1

G046298

G2.B1 Parents have limited understanding of the standards 2

B114701

G2.B1.S1 Offer a wide varieties of school activities for parents to participate 4

S126228

Strategy Rationale

Increasing opportunities for parents to be involved will increase student achievement

Action Step 1 5

Parent meetings

Person Responsible

Mary Rainy

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Sign in sheets

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

sending communication with parents

Person Responsible

Mary Rainy

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Sign in sheets, call out to parents of meetings and flyers

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

Communicate with parents about meetings

Person Responsible

Mary Rainy

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Sign in sheets

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	Incorporate the use of software programs into the classroom	McCall, marvin	8/18/2014	lesson plans and activity usage logs	6/5/2015 daily
G2.B1.S1.A1	Parent meetings	Rainy, Mary	8/12/2014	Sign in sheets	6/4/2015 monthly
G1.B1.S1.A2	Reading Teacher will provide small group instruction with low achieving students	McCall, marvin	8/18/2014	Pull out schedule and lesson plans	6/5/2015 daily
G1.MA1	Topics that support PD growth	Williams, Shikira	8/4/2014	agenda's / staff training	6/4/2015 annually
G1.B1.S1.MA1	Have staff share information with staff	Rainy, Mary	8/4/2014	Agenda's	6/4/2015 weekly
G1.B1.S1.MA1	PD that supports professional growth	McCall, marvin	8/12/2014	Agenda's	6/4/2015 quarterly
G2.MA1	list of attendance on sign in sheet	Rainy, Mary	8/12/2014	sign in sheets, agendas	6/4/2015 monthly
G2.B1.S1.MA1	Communicate with parents about meetings	Rainy, Mary	8/12/2014	Sign in sheets	6/4/2015 monthly
G2.B1.S1.MA1	sending communication with parents	Rainy, Mary	8/12/2014	Sign in sheets, call out to parents of meetings and flyers	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If Parents provided with the opportunity to participate in schoolwide activities then parent will have a better understanding to support students academic gains.

G2.B1 Parents have limited understanding of the standards

G2.B1.S1 Offer a wide varieties of school activities for parents to participate

PD Opportunity 1

Parent meetings

Facilitator

Mary Rainey

Participants

All Teachers

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If Teachers provide rigorous instruction aligned with the new standards then students will make academic gains.	36,778
Goal 2: If Parents provided with the opportunity to participate in schoolwide activities then parent will have a better understanding to support students academic gains.	4,185
Grand Total	40,963

Goal 1: If Teachers provide rigorous instruction aligned with the new standards then students will make academic gains.

Description	Source	Total
B1.S1.A1 - Software licenses for AHA Math, Study Island, Reading Eggs,	Title I Part A	7,242
B1.S1.A1 - MIMIO Boards	Title I Part A	10,970
B1.S1.A1 - Classroom Supplies- Paper, ink, pencils, markers and books	Title I Part A	316
B1.S1.A2 - Salary for reading Teacher	Title I Part A	18,250
Total Goal 1		36,778

Goal 2: If Parents provided with the opportunity to participate in schoolwide activities then parent will have a better understanding to support students academic gains.

Description	Source	Total
B1.S1.A1 - Family Involvement Supplies - refreshment for parent training, paper, markers, brochures , games, posters , pens, pencils, parent magazines, parenting kits and books	Title I Part A	3,625
B1.S1.A1 - postage for mailing	Title I Part A	560
Total Goal 2		4,185