

# Expressions Learning Arts Academy



2014-15 School Improvement Plan

## Expressions Learning Arts Academy

5408 SW 13TH ST, Gainesville, FL 32608

<http://www.expressionsacademy.org/>

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

12%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

24%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

A

B

### School Board Approval

This plan is pending approval by the Alachua 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of the Expressions Learning Arts Academy is to create and sustain an educational environment where an emphasis on academic excellence is complimented by the ongoing infusion and incorporation of the arts for elementary students.

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

The vision of Expressions Learning Arts Academy is to offer a curriculum that includes greater exposure and experience in the arts in order to increase communication skills and provide positive outlets for expression to promote optimal academic achievement .

#### School Environment

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

Teachers become familiar with our families because they meet with parents on a daily basis at drop off and pick up. Teachers schedule regular meetings with families to discuss individual student needs and specific environmental issues that our families encounter. Our arts enhanced curriculum facilitates the inclusion of multiple cultural influences. We endeavor to include the cultures of our students and we invite them, their extended families, teachers and community members to participate in our curriculum presentations.

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

As a performing arts school, Expressions maintains an environment free of bullying, "put-downs" and teasing so that students will feel free to take academic and artistic risks. Staff members remain vigilant for any transgressions to this policy and time outs, apology notes and student meetings are done in a timely manner to reinforce the importance of supportive behavior.

The physical safety of the students has been enhanced by additional security cameras, intercom system, fences, and key pads on all doors.

Parents provide transportation to school, but a limited number of students arrive early for morning care which is supervised by regular classroom teachers. The school also has after school child care and after school clubs which are supervised by classroom teachers. Because all before and after school care situations are supervised by regular classroom teachers there is consistency in enforcing school safety and respect rules.

##### **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 school uses the research based Consistency Management and Cooperative Discipline model. The components used include prevention, providing a caring environment, cooperation, organization and community involvement. This includes providing classroom management that stresses problem prevention rather than problem solving, thus reducing the need for intervention. The school provides a caring environment; which is the foundation for school reform. The school encourages students to



become citizens of the school which can lead to ownership, involvement and greater opportunities for student self-discipline. The classroom organization is one of mutual responsibility that adds valuable teaching and learning time and builds student ownership and self-discipline. Community involvement is encouraged where parental and community involvement activities and events are used to link school with home and meet the needs of families. A staff development program is provided to meet the needs of teachers and students.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school ensures that the social emotional needs of all students are met , including provisions for counseling, mentoring, and other pupil services, by hiring compassionate, qualified staff. The principal is personally familiar and involved with every student and family. All teachers and contracted professionals hired to perform psychological and social services are certified and qualified. The school has contracted a school psychologist for counseling and testing.

**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**

Early warning indicators at Expressions include:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- \*Consistent failing grade on benchmark class tests
- \*Lack of advancement as evidenced on Progress Monitoring System

**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
	1	3	5	
Attendance below 90 percent	2	1	0	3
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	1	2	3
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	
	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**

Intervention strategies include:

- \* Positive Behavior Management System
- \* afterschool and recess tutoring and homework help
- \* small group instruction
- \* work station differentiation

## 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

Expressions strives to provide a welcoming environment for parents. The school uses the following methods to increase and facilitate parental involvement:

- \* "Meet the Teacher" day the Friday before school begins
- \* "Back to School Night" Open House the week after Labor Day

- \*2 Required conferences per year
- \*10 hour volunteer parental commitment
- \*Engaging fundraising events: Carnival, Family Movie night, Family Math night, etc.
- \*Maintenance of Parent Resource Center
- \*Parent training for mentoring
- \*School plays, band & chorus recitals, poetry & author cafes, seasonal presentations

**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**

Expressions Academy partners with a variety of community agencies and businesses. We partner with several University of Florida departments including Arts Education, the Harn Museum and the Phillips Center. Business partners include Burger King, Candies Busses, 5 Star Pizza and CorduRoys. We have strong connections to the Hippodrome State Theater and Ocala Civic Theater and the Williston Dance Center. The Alachua County Library partners with us by bringing the BookMoblie to us twice per month. We have a very active Parent/Teacher organization.

**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
Valantis, Cheryl	Principal
DiGiovanni, Juniper	Teacher, K-12
Cassie, Elise	SAC Member
Drake, Neil	SAC Member

**Duties**

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

The school Leadership Team meets monthly to report on school function and effectiveness. This team also deals with problems and concerns of staff, parents and teachers related to safety, disciplin and school operation.

Cheryl Valantis, principal, is the instructional leader of the school and coordinates all academic activities and personell issues including scheduling, tutoring, curriculum adoption and utilization, student services and all special activities. Lead teacher, Juniper DiGiovanni acts as curriculum specialist for the school. Elise Cassie, parent, consults on STEM curriculum. Board Representative, Neil Drake, coordinates budgets regarding use of federal, state and local funding for services and programs.

***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 leadership team meets at the beginning of the school year to plan the school's academic program creating the budget to reflect the deficits and needs existing at the school. The team consists of the principal, Lead teacher, (STEM) science consultant, and a Board member. Data is assessed to coordinate student services such as tutoring and mentoring. Instruction is designed for individual student deficiencies in meeting the standards. The planning team meets with teachers monthly to coordinate the use of federal, state and local funds for services such as school psychologist, technical resources, before and after school programs, school calendar revisions and curricular needs.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Neil Drake	Business/Community
Elise Cassis	Parent
Ronnie Brunny	Business/Community
Arthur Newman	Business/Community
Cheryl Valantis	Principal
Roberta Vaes	Business/Community

#### 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*

Evaluation of previous school improvement plan

The Board of Directors of Expressions Learning Arts Academy, a Florida charter school, serves as the school's SAC, has a representative that works closely with the school's principal and leadership team in developing all school activities. The Board reviews and approves all required school documents including the school improvement plan.

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

The board of directors, through it's representative, works closely with school administration, parents, and other stakeholders to monitor school progress, suggest improvements in areas requiring attention, and closely follows the indicators detailed on the SIP. The board approves and continuously monitors and amends the school's budget and considers the critical need areas noted int the SIP.

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

The annual budget and spending plan is prepared within the framework of consultations between the principal, the representative of the board of directors, and key personnel overseeing school programs such as ESE, After school, curriculum, facility maintenance, business management and tutoring. The board approves a planning budget in the spring for the following school year and amends this budget as needed by revenue and program changes.

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

NA No Items in Budget

**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
Valantis, Cheryl	Principal
Buigas, Abigail	Teacher, K-12
DiGiovanni, Juniper	Teacher, K-12

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

The LLT promotes literacy throughout the school by teaming with classroom teachers, administrators, tutors and after school personnel to promote the following literacy activities and programs:

Buddy Readers: The First and Third grade pupils are paired up weekly. The first graders read to the third graders. The teachers tally books read and supervise when necessary.

Tutoring: Student who are below level readers are tutored by trained parent and college volunteers.

Computer literacy: All students have daily computer opportunities in the classroom and are monitored on keyboard skills program "Keyboarding Without Tears".

School Library is available daily to all students.

In partnership with the Alachua County Library District, the Bookmobile visits our campus twice monthly and all students choose high interest books.

**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**

Our teachers, principal and support staff meet formally monthly to discuss changing curriculum needs, cross curriculum strategies, special events and programs to promote academics such as family math night, Author's teas, and poetry cafe. All subject areas require writing components in their curriculum to promote literacy. The principal, as curriculum leader, meets daily with teachers to plan strategies and review data. Grade level and a Primary grade K through 2 group and a 3rd, 4th and 5th grade group meet regularly to oversee scope and sequence of the curriculum and compliance with benchmarks and standards. The arts are integrated into the curriculum to promote understanding and interest.

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

Salary and benefits are increased in a similiar manner to that of the school district. Differences in Individual teaching style is accepted and encouraged within the framework of compliance to the standards. A collegial atmosphere is encouraged by the leadership team and positive management style. Teacher input is valued and encouraged in school improvement. The school recruits interns from local teaching programs and helps them by providing resourses for certification. The school only hires highly qualified, certified, in-field teachers.

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

New teachers are always provided with an experienced teacher-mentor and our new teachers participate in the school district's new teacher induction program. The new teachers are paired with a teacher in or near the level in which they are teaching. All teachers work with grade level teams to benefit from a variety of teaching style presentations.

## **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 curriculum acquisitions are selected from DOE approved vendors, using Common Core Edition/ Florida Standard Editions. Teachers create lesson plans aligned with these standards. Teachers have numerous professional development opportunities to stay informed and current on new requirements and program updates. Teachers use pacing calendars to insure scope and sequence are met for all grade levels.

#### **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***

Administrators, teachers, and support staff meet regularly to analyze student progress on standards. Results from statewide testing are used to determine the level of intervention. Benchmark end of unit tests are also analyzed to determine the need for further intervention. Weekly testing provides data to teachers and tutors determining students proficiency level on standards. Data is shared weekly between classroom teachers and tutors on each student's progress on mastery of standards. If a student needs additional support in order to be proficient on a particular benchmark or standard this information is documented and passed on to teachers and tutors in order to differentiate instruction using state approved scientifically researched curriculum materials.

***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:** 3,420

Additional minutes create more classroom and individual tutoring time for students to review core concepts. Deficiencies noted in individual students can be addressed with this additional classroom time.

**Strategy Rationale**

Extended minutes increase opportunities for mastering state standards.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Valantis, Cheryl, valantcc@gm.sbac.edu

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

Data on student performance in curriculum tests, classroom projects and all standardized tests is utilized to determine student gains to assess effectiveness.

**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**

The school holds a Kindergarten Round up every Spring for students who will begin Kindergarten the next Fall. This gives parents the opportunity to complete the required paperwork in advance. The school holds a "Meet the Teacher" event the Friday before school begins in August. Kindergarten teachers and teachers who will be having new students send a welcome post card to all students with addresses on file.

5th grade students are given the opportunity to "Shadow" at middle school programs to ease transitions and to explore magnet programs. A lesson on possible Middle School expectations is given in the 5th grade classroom, which includes learning how to operate a combination lock for lockers.

Student records are sent in a timely manner to requesting Alachua County public schools. Other records of outgoing students are sent to SBAC student records office.

**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**

The school has established relationships with many local college programs including UF Architecture, UF Astronomy, UF Marine Science, Uf Math, Santa Fe College Geology Departments who provide the school with guest speakers and field trip opportunities to promote career and college awareness. The students also benefit from having college student volunteers speak about their college experiences and chosen majors. The school has also partnered with the Phillips Center for Performing Arts to attend performances and have performing artists visit the school to talk to students about performing art careers.



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

NA

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

The STEM program at the school emphasizes career options as well as curriculum content. Students participate in regional Science Fairs and participate in field trips where career options are demonstrated. Students incorporate technology in their academic presentations regularly. Keyboarding skill are taught to all grade levels.

**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**

NA



## 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.** Writing scores will increase to 72% proficiency.

## 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.** Writing scores will increase to 72% proficiency. **1a**

### Targets Supported

**1b**

 **G051309**

Indicator	Annual Target
FAA Writing Proficiency	72.0

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

- Journeys Reading Series, Zaner Bloser: Strategies of Writers, Writing Evaluation Portfolio

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

- Varying student abilities to respond to prompts.

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

Meetings will be held to discuss standardized test score data

#### Person Responsible

Cheryl Valantis

#### Schedule

On 6/4/2015

#### Evidence of Completion

Improved standardized test scores in writing

## 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.** Writing scores will increase to 72% proficiency. **1**

 **G051309**

**G1.B2** Varying student abilities to respond to prompts. **2**

 **B128929**

**G1.B2.S1** Teachers will provide extensive practice in responding to writing prompts at all grade levels.

**4**

 **S141043**

### Strategy Rationale

Students will be able to use strategies for organizing topics suggested by prompts.

### Action Step 1 **5**

Professional Learning Community meetings held and writing strategies are evident in classroom samples.

### Person Responsible

Cheryl Valantis

### Schedule

Quarterly, from 10/22/2014 to 5/20/2015

### Evidence of Completion

Writing samples and completed assessments

## Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Writing Evaluation portfolio assessment will be given quarterly.

### Person Responsible

Cheryl Valantis

### Schedule

Quarterly, from 10/22/2014 to 5/20/2015

### Evidence of Completion

Individual student portfolios with graded rubric will be collected and gain monitored.

## Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Students ability to respond effectly to writing prompts will result in improved sriting scores

### Person Responsible

Cheryl Valantis

### Schedule

On 3/12/2015

### Evidence of Completion

Scores on standardized writing tests will increase to 72% proficiency

## 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.B2.S1.A1	Professional Learning Community meetings held and writing strategies are evident in classroom samples.	Valantis, Cheryl	10/22/2014	Writing samples and completed assessments	5/20/2015 quarterly
G1.MA1	Meetings will be held to discuss standardized test score data	Valantis, Cheryl	6/4/2015	Improved standardized test scores in writing	6/4/2015 one-time
G1.B2.S1.MA1	Students ability to respond effectly to writing prompts will result in improved sriting scores	Valantis, Cheryl	3/10/2015	Scores on standardized writing tests will increase to 72% proficiency	3/12/2015 one-time
G1.B2.S1.MA1	Writing Evaluation portfolio assessment will be given quarterly.	Valantis, Cheryl	10/22/2014	Individual student portfolios with graded rubric will be collected and gain monitored.	5/20/2015 quarterly

## 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.*

## 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