

Laurel Hill School

8078 4TH ST, Laurel Hill, FL 32567

[no web address on file]

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

59%

Alternative/ESE Center

No

Charter School

No

Minority

14%

School Grades History

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

School Board Approval

This plan was approved by the Okaloosa County School Board on 11/10/2014.

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	20
Appendix 2: Professional Development and Technical Assistance Outlines	20
Professional Development Opportunities	21
Technical Assistance Items	22
Appendix 3: Budget to Support Goals	23

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

"The mission of Laurel Hill School is to empower each student with the knowledge, confidence, and opportunities necessary to meet the challenges of elementary, middle, high school and beyond."

Provide the school's vision statement

Laurel Hill School continually strives to be the best school in the State of Florida. We are a school that promotes the value, worth, and dignity of each person and his/her individual culture. A school that is dedicated to helping each student develop academically, physically, socially, and emotionally. A school where the active involvement of students, faculty, staff, parents and the community, produces productive members of society today and tomorrow.

School Environment

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

Laurel Hill School is a community based school located on the Florida Alabama line. The community is small and the school is comprised of teachers and staff predominantly with community ties. As a community school, it is the pulse of the community with students and staff interacting constantly through educational, spiritual, and social means.

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

Laurel Hill School, Home of the Hoboes, is proud of its many accomplishments and history. Located along the railroad corridor traveling north out of Florida into Alabama, the school is rich in tradition. The "Hobo Code" mandates the character rich culture which influences a positive environment and management system.

Teachers are highly visible at all times around campus. Teachers and staff constantly interact with students and volunteering parents in ways other than just education. These interactions cultivate positive relationships and memories the entire community can cherish.

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 LHS schoolwide discipline plan encompasses all classrooms PK-12. Classroom rules, expectations, and consequences are consistent among individual teachers. At the elementary level, the Hobo Award, given monthly, is for students showing good character and citizenship qualities. Behavior consequences range from verbal warning, parent teacher conferences, interim IEP meetings, lunch detention, and STP (Student Training Program) which includes behavior modules which impact the recurrence of misbehavior. Severe discipline infractions adhere to School Board Policy with regard to suspension.

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

MTSS team members, including the school counselor, staffing specialist and school psychologist work with administration, staff members, students and parents to proactively address the social-emotional needs of our students. As many actions are in response to crisis or need, every effort is made to maintain a positive and supportive school environment for our students. Our school mentors and volunteers also contribute greatly to the social-emotional development of our students. Being a small K-12 school, student-teacher and peer-to-peer relationships are strong and long-lasting, lessening the difficulty of identifying students with particular needs.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The following indicators were used to identify students in the EWS:

- 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

Students in the EWS have a written plan to address the needs of the initial identification.

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
	6	8	
Attendance below 90 percent	0	0	
One or more suspensions	0	0	
Course failure in ELA or Math	1	2	3
Level 1 on statewide assessment	1	2	3

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

Indicator	Grade Level		Total
	6	8	
Students exhibiting two or more indicators	1	2	3

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

Interventions include:

- *Progress Monitoring Plan
- *Individualized Education Plan
- *after-school tutoring
- *small group remediation within Intensive Reading class
- *small group remediation within Intensive Math class
- *E2020 credit recovery program

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/54246>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Laurel Hill School utilizes the Office of Public Affairs within the School District of Okaloosa County to recruit, retain, and refer volunteers and mentors. Mentors are most often community members who are willing to mentor individual students, volunteer in classrooms, or provide in-kind donations to the school. Volunteers are numerous each year and provide financial assistance to students for field trips, classroom snacks, and educational supplies. Parents, siblings, and grandparents foster many students regardless of relationship or kin. Laurel Hill School is a family built within the community and sustained by the dedication and love of partnerships.

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
Martello, Lee	Principal
Whetston, Rhonda	Assistant Principal
Glass, Linda	Teacher, K-12
Strickland, Carla	Guidance Counselor
Strickland, Mildred	Teacher, K-12
Varnum, Amanda	Teacher, K-12

Duties

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

Administrators - Provide clear and precise instructions to team members

Monitor teams participation to ensure the training provided is being put to use in the instructional

settings

Instructional Coaches - Provide data reports to keep team updated on instructional gains and opportunities

for improvements

Provide additional training as needed

Model Instruction

Teachers - Implement Plan and Provide Instruction to facilitate learning

Provide input and feedback

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

Process is initiated by district as stated in SPP. Due to moving to centralized budget at the District, staffing patterns and resources are district based not site based concerning personnel. Curriculum is adopted by the district and implemented at the school site.

Leadership teams primary goal for resource allocation is to analyze and evaluate data to determine greatest areas of need.

Resources are allocated and applied to maximize student achievement and support goals of SPP

Instructional Coaches prepare PD that are aligned with SPP goals

Administrative team is responsible to ensure weekly department meetings, professional development, and classroom implementation steps are occurring.

Quarterly, Mid-Year and End of Year Reviews, held by the Assistant Superintendent's Curriculum and Instructional Leadership Team, provides a monitoring system for Laurel Hill's Accountability Improvement Plan.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lee Martello	Principal
Hazel Harper	Education Support Employee
	Student
Carla Strickland	Teacher
Karen Wooten	Parent
Sharon Shipman	Parent
Sheron Brown	Education Support Employee
Martha Morgan	Teacher
Patrick Walsh	Parent
Robbie Adams	Parent
Olivia Stewart	Student
Rebecca Stewart	Student
	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*

Throughout the year the SPP was reviewed by administration and shared with the SAC. Changes to instructional strategies and additional resources were added during the year. SAC members were aware of necessary changes.

Development of this school improvement plan

DA Academy - school focus developed

OCSD plan requires district focused initiatives

Preparation of the school's annual budget and plan

Centralized budget allows for school staffing patterns and allocations. As a result, SAC does not have budgeting responsibilities.

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

Intensive Reading

Intensive Math

3-5 Math Remediation

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
Glass, Linda	Teacher, K-12
Martello, Lee	Principal
Varnum, Amanda	Teacher, K-12
Whetston, Rhonda	Assistant Principal
Strickland, Carla	Guidance Counselor
Strickland, Mildred	Teacher, K-12

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

Literacy is promoted within the school as guided by the School Performance Plan. The SPP is the Okaloosa County School District required plan for instructional strategies to be used throughout the school year. The SPP is data driven, research based practices used to drive instruction and create positive academic achievement and improvement. The LLT acts as the thermostat for instructional improvements through purposeful implementation of the SPP.

This year's SPP has 3 guiding foci: Close Reading; Student Talk; and Writing through the Content.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers have common planning for instructional collaboration
Department and grade-level meetings are held weekly
MTSS weekly provide collaborative support and increased planning time for data chats
Structured District wide initiative regarding the new Florida Standards and their implementation.
Use of FSA Item Specifications and test design documents used to introduce students to new assessment format

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

To meet the required employment criteria in our school district, candidates must be certified, effective and highly qualified.

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

New teachers are assigned an experienced peer mentor within the same subject area in order to provide instructional support and guidance.
Afterschool support meetings are provided by the district and attendance is voluntary.

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

Literacy practices will be strengthened and supported as we continue to prepare for the adjustment to the Florida Standards Assessment (FSA). Teachers have attended district and state workshops in order to transmit information and provide professional development for our faculty. Planning, as associated with the Florida Educator Accomplished Practices (FEAP) and Danielson frameworks, lesson study and a continuous improvement model will assist in accelerating the performance of ALL students. Title I support in Reading and Math, as well as ESE support will be available to elementary teachers, and ESE strategy classes will be supported by our ESE teacher and aides in secondary classes.

The Multi-Tiered System of Supports (MTSS) will drive our school improvement efforts. During our early release PD time, teams will engage in instructional planning and problem-solving to ensure that student success is achieved and maintained. LHS will work in concert with the State of Florida DOE Mission of "increasing the proficiency of all students within one seamless, efficient system by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities and to maintain an accountability system that measures student progress..." In order to accomplish this, commitment to the MTSS will require 1) high quality instruction and intervention matched to student's needs, 2) use of data over time to make important educational decisions, 3) implementation of team processes and structures, 4) implementation of a problem-solving process and 5) use of tiered supports and decision protocols.

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

Data drives our instructional goals. Classroom teachers participate in Bi-Weekly Data Chats with Instructional Coach. Learning stations provide re-teaching and/or enrichment activities for all skill levels. Professional Development is designed to provide instructional strategies for teachers to utilize through close read, writing, and math curriculum.

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:

After school tutorial for all core levels of instruction
Crazy8s Math Club for elementary enrichment
Academic Team
Reflex Math Program
Science Club

Strategy Rationale

Tutorial programs provide enrichment and remediation to reinforce all academic levels to improve student performance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Martello, Lee, martello1@mail.okaloosa.k12.fl.us

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

DEA 3x per year
FCAT 2.0
FSA
District and School Monthly Writing across the curriculum
Formative and Summative classroom assessments

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

Our in-house pre-k program invites the local Head Start program to participate in a Spring Open House and kindergarten classroom visit. Parents and students are invited to receive transition information and visit Laurel Hill kindergarten classrooms. Prior to the Fall Open House, kindergarten teachers and LHS Administration host a "mandatory" parent conference night to discuss kindergarten standards, procedures, and classroom routines. 5th grade transition to secondary provides opportunities for classroom visits, shadowing secondary daily schedule and experiencing new responsibilities and expectations.

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 CHOICE program provides hands-on experiences for development of vocational skills. Students are encouraged to take college classes in order to pursue their career of choice. Dual-enrollment classes provide students the opportunity to receive college credits from local college.

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

Digital Design and IT classes provide students the opportunity to receive technology certifications. District welding program allows students to receive OSHA card and graduate high school with career readiness opportunities.

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

Partnership with local STEM center
Grasses for Classes partnership with Northwest Florida AmeriCorps, focusing on Soil Conservation through science curriculum
Ag in the classroom with Farm Bureau

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Attendance and academic interventions will target select students to increase the number of 4 year students graduating each school year.

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. Attendance and academic interventions will target select students to increase the number of 4 year students graduating each school year. 1a

G050833

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	98.0

Resources Available to Support the Goal 2

- LHS Writes/North County Writes/Okaloosa Writes
- ELA Instructional Coach in building full-time
- District formulated PD
- LHS Working Wednesday mini-PD
- District support personnel
- DA support personnel

Targeted Barriers to Achieving the Goal 3

- teacher beliefs

Plan to Monitor Progress Toward G1. 8

Graduation checks to determine student progress toward credits for receiving diploma

Person Responsible

Rhonda Whetston

Schedule

Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Review of course grades, comparison to academic history, and graduation status

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. Attendance and academic interventions will target select students to increase the number of 4 year students graduating each school year. **1**

 G050833

G1.B2 teacher beliefs **2**

 B127453

G1.B2.S1 book study: Growth Mindsets by Carol Dweck **4**

 S152804

Strategy Rationale

Teacher belief systems should be challenged to open the doorway that all children can succeed academically and graduate. A "limiting" mindset should not predestined a student to thwart success.

Action Step 1 **5**

Complete Growth Mindset self-assessment

Person Responsible

Patricia Miracle

Schedule

On 12/4/2014

Evidence of Completion

attendance roster/ teacher self-report

Action Step 2 5

Data Meetings

Person Responsible

Lee Martello

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Meeting notes from data meetings; teacher reflection from data chats with Admin

Action Step 3 5

Saturday Seminar: Ruby Payne and Eric Jensen strategies

Person Responsible

Lee Martello

Schedule

On 1/24/2015

Evidence of Completion

Attendance roster; book study of 2 books purchased through Title 1

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

Teacher conversations; data chats; implementation of journals

Person Responsible

Lee Martello

Schedule

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

Evidence of Completion

Teacher reflection journals, survey of teachers; department meetings and staff meetings

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

Review of teacher journal with Admin or peer; meeting roster

Person Responsible

Rhonda Whetston

Schedule

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

Evidence of Completion

journals, meeting notes, CWTs, student grades

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	Complete Growth Mindset self-assessment	Miracle, Patricia	12/4/2014	attendance roster/ teacher self-report	12/4/2014 one-time
G1.B2.S1.A2	Data Meetings	Martello, Lee	8/18/2014	Meeting notes from data meetings; teacher reflection from data chats with Admin	6/4/2015 biweekly
G1.B2.S1.A3	Saturday Seminar: Ruby Payne and Eric Jensen strategies	Martello, Lee	1/24/2015	Attendance roster; book study of 2 books purchased through Title 1	1/24/2015 one-time
G1.MA1	Graduation checks to determine student progress toward credits for receiving diploma	Whetston, Rhonda	9/1/2014	Review of course grades, comparison to academic history, and graduation status	6/4/2015 quarterly
G1.B2.S1.MA1	Review of teacher journal with Admin or peer; meeting roster	Whetston, Rhonda	12/8/2014	journals, meeting notes, CWTs, student grades	6/4/2015 weekly
G1.B2.S1.MA1	Teacher conversations; data chats; implementation of journals	Martello, Lee	12/8/2014	Teacher reflection journals, survey of teachers; department meetings and staff meetings	6/4/2015 weekly

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. Attendance and academic interventions will target select students to increase the number of 4 year students graduating each school year.

G1.B2 teacher beliefs

G1.B2.S1 book study: Growth Mindsets by Carol Dweck

PD Opportunity 1

Saturday Seminar: Ruby Payne and Eric Jensen strategies

Facilitator

Sandy Arteaga, Title 1 Office and certified trainer

Participants

LHS Instructional Staff

Schedule

On 1/24/2015

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