



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2014-2015 SCHOOL IMPROVEMENT PLAN [ DRAFT ]

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Campbell Park Elementary School

1051 7TH AVE S

St Petersburg, FL 33705

727-893-2650

<http://www.campbell-es.pinellas.k12.fl.us>

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## **SIP Authority and Template**

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

## Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Campbell Park Elementary is to create a supportive learning community which promotes highest student achievement by creating life long learners through the teaching of reading, writing, mathematics and science.

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

100% student success!

#### School Environment

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

The school learns about student's cultures and builds relationships with teachers and students through morning meetings, weekly school wide positive behavior incentives, school wide clubs such as Girlfriends and STEP, and monthly family nights.

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

The school creates an environment where students feel safe and respected before, during and after school through home visits, parent phone calls home, a bully box, morning meetings and daily journaling of feelings.

School expectations are taught throughout the school day. They are modeled during the first ten days and repeated daily during morning announcements. Signs are posted throughout the school that reinforce our RAYS expectations and behavior goals.

##### 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

Each week students are taught a different social skill through the announcements and given a chance to practice it during morning meeting. These pro social skills such as listening, following instructions, and accepting no are designed to teach student to make positive choices during instructional times. We use a school wide 1-5 point behavior system on a daily basis with students. Students start each day on level three and move up for making positive behavioral choices and down for make negative behavioral choices. At the end of each day the number earned by the student is put in their agenda book to take home to show parents. Teachers also enter these numbers into a spreadsheet that details the amount of each 1-5 given. These numbers are monitored with the goal of having a bell curve in each class with the amount of numbers given with three being the most and 1 and 5 being the least. To encourage students to earn 3-5's a grade level party is hosted each week for those students with a 3 or above average. These celebrations are for 30 minutes at designated times. Students who do not earn the party stay with one or two teachers from the same grade.

This year our school is also utilizing cool down corners in each classroom. The cool down corner is a designated place, different from timeout, that student are allowed to access when angry. This provides an outlet for our students to take a few minutes away from the source of their anger while

still being in class.

In all common areas are students are expected to follow specific CHAMPS expectations. Signs are posted around the school detailing these expectations and teachers hold all student accountable for meeting the expectations. Meeting these expectations helps create better environments out of the classroom and in turn makes for quicker transitions to instructional time.

Teachers are scheduled to be trained monthly on behavioral skills and classroom management.

**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 Student Services team will be providing individual and small group counseling as well as mentoring to students identified through school data as needing extra support in social-emotional needs. All students will have access to a calm down corner in the classroom and morning meetings will be conducted daily. Any student needing further assistance will have access to a Student Services representative in crisis situations.

**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**

**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	Students
	<b>Total</b>	
One or more suspensions	K	1
One or more suspensions	1	1
One or more suspensions	2	7
One or more suspensions	3	3
One or more suspensions	4	2
One or more suspensions	5	1
	<b>Total</b>	<b>15</b>
	<b>Total</b>	
	<b>Total</b>	

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

Indicator	Grade	Students
	<b>Total</b>	

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)**

There are several interventions that in place at CPE: CST, SBLT & Behavior Committee  
The child study team reviews all attendance with a focus on students who have habitual attendance problems. The AP, guidance counselor and the social work in collaboration to determine next steps

with students that are experiencing difficulty coming to school.

The SBLT team looks at both academic and behavior data to determine areas of concern school wide. The team looks at grade and school wide trends. Interventions are discussed and implemented for those students where it is required.

## 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?

0

#### **PIP Link**

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

#### **Description**

Our goal at Campbell Park is to increase parental involvement at all levels. We will continue to work with our community and family liaison to continue and establish relationships with our families and community. We are currently working with local churches to establish a partnership with the community. We have a school partner in the United Way that supports many initiatives such as the walking school bus program.

**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**

Our Family & Community Liaison reaches out to business within the community to build and foster partnerships. We currently have a school partnership with the United Way and the Tampa Bay Rays. We have also developed partnerships with some of the local churches in the community.

## 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	Email
Ovalle, Robert	Principal	ovaller@pcsb.org
Hoffman, Chris	Assistant Principal	hoffmanc@pcsb.org
Panapolis, Meegan	Instructional Coach	panapolism@pcsb.org
Hutton, Carol	Instructional Coach	huttonc@pcsb.org
Gogolen, Jennifer	Instructional Coach	gogolenj@pcsb.org
Lawless, Dean	Guidance Counselor	lawlessde@pcsb.org
Reiss, Cory	Guidance Counselor	reissc@pcsb.org

## Duties

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

Robert Ovalle Principal  
 Hoffman Assistant Principal  
 Guidance Counselor- Reiss  
 Social Worker-Randy Richards  
 Psychologist-April Ponder  
 Diagnostician-  
 Jennifer Gogolen-Primary Reading Coach  
 Meegan Panapolis- Intermediate Reading Coach  
 Dr. Carol Hutton- Math coach  
 Dean Lawless- Behavior Coach

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

The MTSS will be responsible for managing and coordinating the efforts between all school teams as well as reviewing and revising core instruction at all grade levels. The academic coaches will work closely with our student services team to ensure that students are making academic and behavioral progress. The SBLT team will meet with each grade level monthly to discuss grade level progress. Our SIP focuses on key elements in which our school was deficient for the 2012-13 school year. A focus on the fundamentals of reading, writing, math and science has been determined as our focus for this school year. With regards to how federal, state and local funds have been allocated to support the needs of our four core areas. The majority of our federal funds are allocated to hire Highly Qualified Hourly Teachers. We have budgeted to hire eight in total. These teachers will focus on providing high quality supplemental reading instruction to those students who are deficient in the areas of reading.

Our extended day funds are being allocated to focus on math instruction before school. We are using these funds to hire additional support before school to work on ST Math for those students who need remediation and enrichment in the areas of math.

#### Title I, Part A

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development,

Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

#### Title I, Part D

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

#### Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

#### Title III

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

#### Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

#### Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

#### Nutrition Programs

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

#### Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Martin Rainey	Business/Community
Robert Ovalle	Principal
Carol Hutton	Teacher
Meegan Panapolis	Teacher
Haylee Munchel	Teacher
	Student

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), F.S**

*Evaluation of last year's school improvement plan*

CPE's SAC committee worked on two major initiative last year, which were reducing the number of tardy students last year and developing family nights. We identified possible barriers and solutions and implemented those strategies this year. This year we have established school committees which include an attendance and family involvement committee.

*Development of this school improvement plan*

The SAC will give input and guidance for the process. We have determined several needs for our school, such as community involvement, improvement of test scores and increase of parental knowledge of our school.

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

Since our school is a PASS school, in conjunction with the United Way, we have earmarked certain funds to assist with our Family nights. We are currently planning to have a family night every month, where dinner will be served, and a family engagement activity will be hosted.

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

n/a

**Verify that the school is in compliance with section 1001.452, F.S., 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)**

Meets the requirements of Rule 6A-6.053(3), F.A.C.

**Membership**

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



Name	Title	Email
Ovalle, Robert	Principal	ovaller@pcsb.org
Hoffman, Chris	Assistant Principal	hoffmanc@pcsb.org
Gogolen, Jennifer	Instructional Coach	gogolenj@pcsb.org
Panapolis, Meegan	Instructional Coach	panapolism@pcsb.org

## Duties

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

Our major initiatives this year in the implementation of Guided Reading K-5. We will be using the Jan Richardson routine as our framework. All students will be bench-marked using the Leveled Literacy Kits to determine appropriate placement. This will be done school wide during the first two weeks of school. Afterwards teachers will formally assess their students quarterly and submit their data to the SBLT.

## 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**

Classroom teachers meet with the all the instructional coaches on a weekly basis, reading, math and science, to collaborate and plan standard based lessons on a weekly basis. A schedule has been created with specific dates and times. Teachers and coaches have expectations of the collaborative planning sessions and the expected outcomes.

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

Our goal at Campbell Park is to establish a culture of learning by all staff members. We are constantly seeking to become learners by utilizing our coaches to increase our professional development. We have a full time mentor coach provided by the district that is working with ten brand new teachers. Each new teacher has a mentor from our school.

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

Our goal at Campbell Park is to establish a culture of learning by all staff members. We are constantly seeking to become learners by utilizing our coaches to increase our professional development. We have a full time mentor coach provided by the district that is working with ten brand new teachers. Each new teacher has a mentor from our school.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The instructional program that is used in the core instruction are the Modules from the district which are aligned to the Florida Standards. The instructional coaches along with classroom teachers

unpack the modules and determine what the instruction in the classroom needs to look like to achieve proficiency on the assessments. This is accomplished during the planning sessions with the instructional coaches.

### 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**

PLC

Data meetings

**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 type:** Extended School Day

**Minutes added to school year:** 60

#### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

#### **Strategy Description**

Based upon the 12-13 FCAT scores our focus will be in the area of Math.

We will be targeting all students especially those who attend the YMCA in the morning. We will be providing students the opportunity to participate in ST Math for 45 minutes five days a week in the media center. The enrichment time will be in the morning prior to school.

Our school will also be hosting an after school STEM initiative that will target science and math integration.

#### **Strategy Rationale**

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

Hoffman, Chris, hoffmanc@pcsb.org

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

FCAT and PCAS will be used as the determining factor whether students are progressing. ST Math also tracks student progress and guides their learning to appropriate levels based upon their completion rate.

## 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**

Campbell Park currently serves two classroom of Pre-Kindergarten education. We assist our teachers in providing quality instruction for their students in order to have a smooth transition into Kindergarten.

The Pre-K teacher will meet regularly and attend Kindergarten professional development in order to better meet the needs of their students.

### **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***

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

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

***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), F.S***

## School Improvement Goals

### Goals Summary

- G1.** To increase student achievement across all content areas by increasing the level of rigor.
  
- G2.** Increase reading proficiency on the State assessment by implementing the Jan Richardson Guided Reading Routine school wide.
  
- G3.** Reduce the number of office referrals by 25% based upon the 2014-15 school year.

### Goals Detail

**G1.** To increase student achievement across all content areas by increasing the level of rigor.

**Targets Supported**

Indicator	Annual Target
AMO Targets Reading - All Students	56.0
AMO Targets Math - All Students	49.0
FCAT 2.0 Science % Proficient	50.0

**Resources Available to Support the Goal**

- Instructional Coaches
- District Provided Modules
- District Provided Professional Development
- Planning sessions with Instructional Coaches
- Book Study

**Targeted Barriers to Achieving the Goal**

- Instructional delivery doesn't reflect a deep understanding of the standards.

<i>Plan to Monitor Progress Toward the Goal</i>	
Student achievement will increase across all content areas.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	FCAT, FAIR, Common Assessments, Running Records

**G2. Increase reading proficiency on the State assessment by implementing the Jan Richardson Guided Reading Routine school wide.**

**Targets Supported**

Indicator	Annual Target
AMO Targets Reading - All Students	56.0

**Resources Available to Support the Goal**

- Primary and Intermediate Reading Coach
- Behavior Coach
- District Support Model
- ELA Modules

**Targeted Barriers to Achieving the Goal**

- Classroom teachers continuing to develop their practices with the guided reading routine.

<i>Plan to Monitor Progress Toward the Goal</i>	
Students reaching proficiency according to grade level expectations according to Fountas and Pinnell reading levels.	
<b>Person Responsible</b>	Chris Hoffman
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/03/2015
<b>Evidence of Completion</b>	Running Records, growth on FAIR, Module Assessments

**G3. Reduce the number of office referrals by 25% based upon the 2014-15 school year.**

**Targets Supported**

Indicator	Annual Target
Discipline incidents	50.0

**Resources Available to Support the Goal**

- We have allocated a Behavior coach to help teachers in implementing positive behavior strategies in the classroom.
- We also have a two district lead mentor teachers that supports beginning teachers to improve teacher practices which will in turn improve student behavior.
- An improved process for our school wide expectations (PBS. RAYS expectations)

**Targeted Barriers to Achieving the Goal**

- The implementation of our revised school wide behavior plan

<i>Plan to Monitor Progress Toward the Goal</i>	
Discipline data will be used to determine the effectiveness of the interventions.	
<b>Person Responsible</b>	Robert Ovalle
<b>Schedule</b>	
<b>Evidence of Completion</b>	Office referrals.

## Action Plan for Improvement of SIG-Targeted Schools

### Problem Solving Key

G = Goal

B = Barrier

S = Strategy

**G1.** To increase student achievement across all content areas by increasing the level of rigor.

**G1.B1** Instructional delivery doesn't reflect a deep understanding of the standards.

**G1.B1.S1** Facilitated and collaborative planning that unpacks the standards

### Strategy Rationale

Teachers will understand what they are teaching in order to appropriately deliver the instruction wrapped around the standards.

<b>Action Step 1</b>	
Individual teachers, as well as teams will plan both with and without coach support using the standards as the foundation.	
<b>Person Responsible</b>	Chris Hoffman
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/03/2015
<b>Evidence of Completion</b>	Lesson plans, administrator observations, student data, data cycles,

<b>Action Step 2</b>	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	

<b>Plan to Monitor Fidelity of Implementation of G1.B1.S1</b>	
Weekly meetings with Instructional coaches, administrators will attend weekly team planning times.	
<b>Person Responsible</b>	Chris Hoffman
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/03/2015
<b>Evidence of Completion</b>	Meeting notes in team binder.

<b>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</b>	
The administrators will monitor the weekly planning sessions along with the instructional coaches. Team leaders will attach their minutes in the grade level binders.	
<b>Person Responsible</b>	Chris Hoffman
<b>Schedule</b>	On 08/18/2014
<b>Evidence of Completion</b>	Grade level binders will be used to house the data and information.

**G2.** Increase reading proficiency on the State assessment by implementing the Jan Richardson Guided Reading Routine school wide.

**G2.B1** Classroom teachers continuing to develop their practices with the guided reading routine.

**G2.B1.S1** Teachers will implement the guided reading routine daily with fidelity.

### Strategy Rationale

<b>Action Step 1</b>	
Provide ongoing professional development on the JR routine to ensure consistency and fidelity of implementation.	
<b>Person Responsible</b>	Meegan Panapolis
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/03/2015
<b>Evidence of Completion</b>	Embedded coaching logs, sign in sheets, and the coaches logs.

<b>Action Step 2</b>	
Instructional coaches will provide ongoing instructional, through lesson planning and coaching cycle, support for reading teachers to effectively implement JR guided reading routine.	
<b>Person Responsible</b>	Jennifer Gogolen
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/03/2015
<b>Evidence of Completion</b>	Embedded coaching logs, sign in sheets, and the coaches logs.

<b>Plan to Monitor Fidelity of Implementation of G2.B1.S1</b>	
Teachers will implement the JR guided reading routine daily with fidelity.	
<b>Person Responsible</b>	Chris Hoffman
<b>Schedule</b>	Daily, from 08/18/2014 to 06/03/2015
<b>Evidence of Completion</b>	The monitoring and the feedback of the Blue binders.

<b>Plan to Monitor Effectiveness of Implementation of G2.B1.S1</b>	
The teachers will implement the daily JR routine and modify based on student needs.	
<b>Person Responsible</b>	Chris Hoffman
<b>Schedule</b>	Daily, from 08/18/2014 to 06/03/2015
<b>Evidence of Completion</b>	Documentation of lesson in the Blue Binders.

**G3.** Reduce the number of office referrals by 25% based upon the 2014-15 school year.

**G3.B2** The implementation of our revised school wide behavior plan

**G3.B2.S2** The implementation of the TNTP model to assist our classroom teachers in improving teaching practices.

### Strategy Rationale

Understanding that behavior management is fundamental to the academic success in the classroom, we need to provide a continual support of behavior management.

<b>Action Step 1</b>	
Secure the services of the TNTP program.	
<b>Person Responsible</b>	Robert Ovalle
<b>Schedule</b>	Annually, from 08/18/2014 to 09/09/2014
<b>Evidence of Completion</b>	A signed contract from both CPE and TNTP.

<b>Action Step 2</b>	
Develop a training model for the TNTP that is tailored to the needs of CPE.	
<b>Person Responsible</b>	Robert Ovalle
<b>Schedule</b>	Quarterly, from 08/18/2014 to 06/03/2015
<b>Evidence of Completion</b>	A completed training and content calendar for the 2014/15 school year.

<b>Plan to Monitor Fidelity of Implementation of G3.B2.S2</b>	
A monthly schedule will be developed.	
<b>Person Responsible</b>	Robert Ovalle
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/03/2015
<b>Evidence of Completion</b>	A monthly schedule will be posted on the CPE moodle site.

<b>Plan to Monitor Fidelity of Implementation of G3.B2.S2</b>	
A coaching calendar will be developed for the leadership team to be trained in the effective teaching practices.	
<b>Person Responsible</b>	Robert Ovalle
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/03/2015
<b>Evidence of Completion</b>	A monthly schedule will be developed.



<b>Plan to Monitor Effectiveness of Implementation of G3.B2.S2</b>	
There will be coaching cycles in the classrooms, with support from the TNTTP program.	
<b>Person Responsible</b>	Robert Ovalle
<b>Schedule</b>	On 08/18/2014
<b>Evidence of Completion</b>	Monthly logs will be completed to document the coaching cycle that was completed.

## Professional Development

**For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::**

Professional Development Table coming soon

## Technical Assistance

**For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::**

Technical Assistance Table coming soon

## Budget Rollup

**Budget summary data as entered into the Problem Solving section of this plan:**

Budget Rollup Table coming soon