



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

High Point Elementary School

5921 150TH AVE N

Clearwater, FL 33760

727-538-7440

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

SIP Authority and Template

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

Educate and prepare each student for college, career and life

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

High Point Elementary will distribute and analyze student surveys for grades k-2 and 3-5 to ensure that students needs are being meet. High Point will place a focus on class meetings for the school year of 2014- 15 where the teachers will use culturally diverse class lesson and literature that builds a strong relationship between students and teachers. The school will provide cultural proficiency professional development and staff recognition monthly. In addition, High Point Elementary is seeking opportunities to involve families in education for English at school and offer translations at all school functions. High Point is working with Hispanic family workshops and offering PD opportunities through ESOL in 2014- 15. Teachers will also implement team meetings in their classroom daily.

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

High Point Elementary teaches and reteaches the Guidelines for Success and School Wide Procedures and Processes school wide within the first ten days of school. The Classroom Rules and Expectations are posted and monitored by the Behavior team walk-throughs, surveys, and data. The site safety team plans and meets monthly to ensure that the school is meeting all safety regulations. Our school is well staffed with highly trained personnel. We follow district and state safety guidelines. High Point Elementary uses a Positive Behavior Support system for students that creates an atmosphere of respectful, responsible, patient and safe behavior.

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

High Point Elementary provides Positive Office Awards by rewarding positive behavior throughout the school, we have posted Classroom Behavior Expectations, School Wide/Common Area Expectations (Guidelines for Success), ODR (Office Discipline Referral System), Behavior Call Log in office, School Wide Behavior System. Our system procedure includes the following steps:

- ~Warning
- ~In-Class Time Out
- ~Reintroduce to class
- ~Out of Class Time Out
- ~Reintroduce to class (Positive)
- ~A. Parent Contact, B. Student Conference, C. Office Time Out (Teacher's Choice)
- ~Reintroduce to class

~Repeat steps 1-5

~Office referral

The Positive Reward/Recognition Program Established – Develop and implement a school-wide system for recognizing positive behaviors -

1. Positive Office Awards
2. Positive Behavior Events recognizing positive behaviors
3. Staff recognition – Implement a weekly plan of implementation
4. Cafeteria coins for class reward used to reinforce positive behaviors

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

High Point Elementary has a Social Worker and School Counselor 5 days/week that can provide our students with counseling and lessons. We also have our School Psychologist 4 days/week. In addition, High Point has one Behavior Coach who assists teachers with behavior strategies in the classroom and Behavior Specialist who attends to students who need more attention to one on one behavior. The counselors provide monthly classroom guidance lessons with a focus on character and any student need based on observation or teacher concern. High Point Elementary is also offering 5,000 Role Models, Girlfriends, Big Brothers/Big Sisters as some mentoring programs for 2014- 15. High Point Elementary has also in the past utilized community programs such as: Toys for Tots, Angel Tree, Community Agencies (Pack a Snack, Clothes to Kids, etc.). In 2014- 15 High Point plans on training Culturally Sensitive Staff Development, Book of the month with a focus on character development and remaining focused on Trauma informed care training for our students.

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

Our MTSS, SBLT, and PLC teams will use the data at our first meeting to drive our future meetings and target our students who are on the list of potential early warning indicators such as for academics, attendance, and behavior. We will look at the FCAT data from 2013- 14 and have the quartiles listed to identify our most struggling students and then identify students. We use the Pinellas County Problem, Solving Process in both SBLT and PLC. Teacher reps attend SBLT and then provide minutes and analyze data and problem solve. We look at barriers and identify the problem and action plan around the identified area of concern.

*2013-2014 attendance was 95.8%

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
Attendance below 90 percent	K	15
Attendance below 90 percent	1	1
Attendance below 90 percent	2	7
Attendance below 90 percent	3	9
Attendance below 90 percent	4	4
Attendance below 90 percent	5	6
	Total	42
One or more suspensions	K	2
One or more suspensions	1	1
One or more suspensions	3	2
One or more suspensions	4	1
One or more suspensions	5	4
	Total	10
	Total	
Level 1 on statewide assessment	3	34
Level 1 on statewide assessment	4	31
Level 1 on statewide assessment	5	21
	Total	86
	Total	

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

Indicator	Grade	Students
Students exhibiting two or more indicators	3	4
Students exhibiting two or more indicators	4	4
Students exhibiting two or more indicators	5	10
	Total	18

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)

Jan Richardson's Guided Reading Routine
 Small group instruction
 ST Math
 LLI
 iStation
 Neumors
 Words their Way
 FCRR Activities
 Quick Reads
 Great Leaps

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

Parent involvement activities are held monthly and include the following:

Pastries for Parents

Reading (Reading Under the Stars)

Math Activity Night

Parent Informational Meetings,, Technology Trainings, and the Science Fair will be scheduled throughout the school year.

Community Partnerships include: Tech Data, Publix, and GE Aviation

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

The Family Community Liaison works closely with the school counselor and the social worker to assess family and community needs and obtain resources accordingly through partnerships, district services, and local organizations and churches. These resources include: Big Brothers Big Sisters, 5000 Role Models, Girlfriends, Tail Waggin Tutors, R- Club, Tech Data, JWB, YMCA, State Attorneys Office

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
Taylor, Susan	Principal	taylor-su@pcsb.org
Robinson, Carrollaine	Assistant Principal	robinsoncar@pcsb.org
Brackx, Lorol	Instructional Coach	brackxl@pcsb.org
Evancho, Margo	Instructional Coach	evanchom@pcsb.org
Cangemi, Karen	Instructional Coach	cangemik@pcsb.org
Distaula, Shanon	Instructional Coach	distaulas@pcsb.org
Monk, Elizabeth	Guidance Counselor	monke@pcsb.org
Koller, Vicki	Attendance/Social Work	kollerv@pcsb.org
Reiss, Karen	Other	reissk@pcsb.org
Stewart, Karen	Teacher, ESE	stewartkar@pcsb.org

Duties

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

The facilitator/A.P. Ms. Robinson generates the agenda and leads team discussions. The data manager (MTSS-Lorol Brackx) assists team in accessing and interpreting including aggregating/disaggregating the data. The technology or tech-tech brokers technology necessary to manage and display relevant data. Recorder documents meeting, attendees, content and sends to team members in a timely manner. In addition, a record is kept on hand by the recorder for easy access for teachers on the server in an SBLT folder. The timekeeper makes sure the meeting begins and ends on time. Meeting times are every Monday 7:30-8:15 throughout the school year.

Title I, Part A funds are utilized, in conjunction with various other federal, state, 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, but not limited to: School and Community Support (Tech Data, GE Aviation, Publix), Teacher and Learning, Assessment, Accountability & Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation.

Onsite coaches collaboratively plan with SBLT, classroom and support staff weekly.

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

SBLT members include: Principal, Assistant Principal, Content Area Coaches, Student Support Services,

Grade Level Representatives, MTSS/RTI- funded by Title I, Diagnostician, ESOL, ESE, Specialists

* Grade level teachers and specialists will rotate monthly for the SBLT meetings
The facilitator/A.P. Ms. Robinson generates the agenda and leads team discussions. The data manager (MTSS-Lorol Brackx) assists team in accessing and interpreting including aggregating/disaggregating the data. The technology or tech-tech brokers technology necessary to manage and display relevant data. Recorder documents meeting, attendees, content and sends to team members in a timely manner. In addition, a record is kept on hand by the recorder for easy access for teachers on the server in an SBLT folder. The timekeeper makes sure the meeting begins and ends on time. Meeting times are every Monday 7:30-8:15 throughout the school year.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Anna Tsambis	Teacher
Susan Taylor	Principal
George Garcia	Business/Community
Antonio and Catina Cooper	Parent

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

SAC meeting was held and data was shared including FCAT data, CELLA, SAT 10, Common Assessments form 2013- 2014. The state with the districts support from the Teaching and Learning department directed the school to implement an extra half hour of reading instruction. High Point was ranked #31- 1800 + in the state in reading scores in 2013- 2014.

Development of this school improvement plan

SAC and staff reviews SIP plan in September, gives input, and approves final submission.

Preparation of the school's annual budget and plan

The approximate budget based on 2013- 2014 budget is \$4,000. All expenditures will be aligned to the SIP for 2014- 2015.

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

Currently, our SAC balance is "0." If money is allotted SAC will support our SIP by purchasing leveled books in grades K-5 to continue our Guided Reading implementation Year 2 goal focusing on informational text.

Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC

0

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

High Point has always met 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
Taylor, Susan	Principal	taylorstu@pcsb.org
Robinson, Carrollaine	Assistant Principal	robinsoncar@pcsb.org
Cangemi, Karen	Instructional Coach	cangemik@pcsb.org
LaPlante, Joyce	Teacher, K-12	laplante@pcsb.org
Distaula, Shanon	Instructional Coach	distaulas@pcsb.org
Densler, Karen	Teacher, K-12	denslerk@pcsb.org
Slezak, Brandi	Teacher, K-12	slezakb@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

Using the data-based Problem Solving Model which includes SBLT the major initiatives of LLT for the 2014-2015 school year will be to support staff professional development in literacy including development of high yield teaching strategies in all content areas based on Florida Standards. A strategic professional development calendar and SBLT calendar will be developed for the 2014-15 school year to include professional development (PD), data analysis, data chats, and data wall. Timeline planned and sustained throughout the 2014-2015 school year. Making student group adjustments as needed.

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

High Point Elementary uses grade level collaborative planning, we have all grade level team located in same area, staff meetings with positives are shared monthly with a KUDOS shared weekly in public folder on server. Dr. Taylor has the weekly newsletter-Taylor Talk. We have weekly grade level PLCs and a monthly teacher recognition through PTA.

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

High Point used the Mentoring programs from district we try to maintain a balanced workload. We provide behavior and curriculum coaching. We have our monthly hospitality (POETS) Teachers receive support in classrooms (Magic Hour, Science, etc.), we provide TDE's, and compensation outside of contracted day for PD.

We are seeking outside experts with global perspective (guest speakers) for professional development and have budgeted for national conferences. Both administrators meet with new teachers on a regular basis.

This includes, but not limited to, observations, feedback, planning, discussing students (data, behavior) etc.,

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

New teachers are matched with grade level mentors by the district trained mentor. Teachers who are chosen exhibit positive leadership qualities and strong content knowledge in specific grade levels. Planned mentoring activities include discussing student data, planning lessons, connecting lessons to content standards, analyzing student work, and modeling or co-teaching.

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

We are using the Florida State Standards and use fidelity checklists during walk throughs. Our reading, math, and science coaches use the coaching model. Administration will observe and monitor daily and feedback will be given. We will use sustained and differentiated professional development provided by our instructional coaches, as district staff and state.

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

- ~Progress monitoring of individual students/tools
- ~ELL strategies
- ~Research based practices in reading (Guided Reading, LLI, etc.)
- ~Research based practices in math
- ~Matching students' needs to an intervention
- ~Small group

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: 5,400

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

The learning day will be extended daily by 30 minutes for reading through small group instruction, LLI, Jan Richardson's guided reading, iStation, and vocabulary development.

Strategy Rationale

To increase student proficiency and gains in all content areas

Person(s) responsible for monitoring implementation of the strategy

Taylor, Susan, taylor@pcsb.org

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

Progress monitoring by SBLT and Student Services Team will collect and analyze data. Reports will be given monthly at SBLT meetings.

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 school welcomes families anytime during the school day.
Tours are given so families feel comfortable during this transitional period.
Open House is scheduled before the first day of school for all students.
Peer mentors are assigned to new 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.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas.

- G2.** We will increase the proficiency rates of our African American students in the area of reading from 29% to 51% and math from 31% to 68%. We will target students for success programs such as 5000 Role Models and Girlfriends, and make sure they receive academic support through through our interventionists for grades. Our MTSS coach will monitor African American Student Data regularly in grades 3-5 and will share and problem solve this data with the SBIT and SBLT.

- G3.**

- G4.**

- G5.**

- G6.**

- G7.**

- G8.**

Goals Detail

G1. If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas.

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	58.0
AMO Targets Reading - All Students	55.0
FCAT 2.0 Science % Proficient	50.0

Resources Available to Support the Goal

- Money for Professional Development (See Title I budget)
- High Amount of Support Services
- District Wide Training/Professional Development
- Collaboration with similar population schools in the area/TDE with Eisenhower
- Community Involvement

Targeted Barriers to Achieving the Goal

- Lack of Alignment for Support Services with Classroom Teacher
- Teacher Awareness and understanding of Florida Standards

Plan to Monitor Progress Toward the Goal	
Data that will be collected will be all tier II and III data that is progress monitored. We are progress monitoring through Dibels, UPS, AIMS web.	
Person Responsible	Lorol Brackx
Schedule	Monthly, from 09/15/2014 to 06/02/2015
Evidence of Completion	Data will be collected on Fridays and then graphed and brought back to SBIT for discussion. If the intervention is not working it will be changed.

G2. We will increase the proficiency rates of our African American students in the area of reading from 29% to 51% and math from 31% to 68%. We will target students for success programs such as 5000 Role Models and Girlfriends, and make sure they receive academic support through through our interventionists for grades. Our MTSS coach will monitor African American Student Data regularly in grades 3-5 and will share and problem solve this data with the SBIT and SBLT.

Targets Supported

Indicator	Annual Target
AMO Targets Math - African American	49.0
AMO Targets Reading - African American	56.0

Resources Available to Support the Goal

- Money for PD
- Support Services
- District wide PD
- Community Involvement

Targeted Barriers to Achieving the Goal

<i>Plan to Monitor Progress Toward the Goal</i>	
Data that will be collected will be all tier II and III data that is progress monitored. We are progress monitoring through Dibels, UPS, AIMS web.	
Person Responsible	Lorol Brackx
Schedule	Monthly, from 09/15/2014 to 07/02/2015
Evidence of Completion	Data will be collected on Fridays and then graphed and brought back to SBIT for discussion. If the intervention is not working it will be changed.

G3.

Targets Supported

Indicator	Annual Target
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Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

<i>Plan to Monitor Progress Toward the Goal</i>	
Person Responsible	
Schedule	
Evidence of Completion	

G4.

Targets Supported

Indicator	Annual Target
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Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

<i>Plan to Monitor Progress Toward the Goal</i>	
Professional Development PLC's	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	PD logs PLC minutes FCAT Scores Report Cards Lesson Plans

G5.

Targets Supported

Indicator	Annual Target
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Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

<i>Plan to Monitor Progress Toward the Goal</i>	
Professional Development ST Math Training K-5 Lesson Plans	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	PD Logs PLC Minutes Math FCAT Scores Common Assessments Lesson Plans Atleast 75% completion rate by June 2014

G6.

Targets Supported

Indicator	Annual Target
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Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

<i>Plan to Monitor Progress Toward the Goal</i>	
Professional Development, science content implementation in the classroom Lesson Plans	
Person Responsible	
Schedule	
Evidence of Completion	PD log Formative Assessments Report Cards Lesson Plans Walkthrough Data

G7.

Targets Supported

Indicator	Annual Target
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Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

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<i>Plan to Monitor Progress Toward the Goal</i>	
Professional Development Lesson Plans	
Person Responsible	
Schedule	
Evidence of Completion	PD logs FCAT Scores Common Assessments Report Cards Walkthroughs Lesson Plans

G8.

Targets Supported

Indicator	Annual Target
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Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

<i>Plan to Monitor Progress Toward the Goal</i>	
Daily walkthroughs by administrators and periodic walkthroughs by district staff	
Person Responsible	
Schedule	
Evidence of Completion	PD logs Assessment data Report Cards FCAT Data

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas.

G1.B4 Lack of Alignment for Support Services with Classroom Teacher

G1.B4.S1 ESE and ESOL attend grade level PLCs and/or Team Planning

Strategy Rationale

All teachers are hearing the same information and can plan aligned rigorous lessons

Action Step 1	
ESE and ESOL will attend grade level PLCs and/or Team Planning meetings.	
Person Responsible	Carrollaine Robinson
Schedule	Biweekly, from 09/15/2014 to 05/25/2015
Evidence of Completion	Sign in sheets and minutes from meetings; walk through; fidelity checklist

Plan to Monitor Fidelity of Implementation of G1.B4.S1	
Sign in sheets, walk throughs, observations, fidelity checklists	
Person Responsible	Carrollaine Robinson
Schedule	Biweekly, from 09/15/2014 to 05/25/2015
Evidence of Completion	Lesson plans aligned to student needs and matches standards

Plan to Monitor Effectiveness of Implementation of G1.B4.S1	
Student Data and Engagement	
Person Responsible	Carrollaine Robinson
Schedule	Biweekly, from 09/15/2014 to 05/25/2015
Evidence of Completion	Common assessment data, FAIR data, student assessment data, formative assessments, MFAS, Cpalms,

G1.B5 Teacher Awareness and understanding of Florida Standards

G1.B5.S1 Professional Development

Strategy Rationale

Effective planning and alignment of instruction

<i>Action Step 1</i>	
Teachers will be provided with required Professional Development on Wednesdays for literacy and Thursdays for math.	
<i>Person Responsible</i>	Susan Taylor
<i>Schedule</i>	Weekly, from 09/03/2014 to 05/27/2015
<i>Evidence of Completion</i>	Sign in sheets, evaluations

<i>Plan to Monitor Fidelity of Implementation of G1.B5.S1</i>	
attendance, walk throughs for particular strategy	
<i>Person Responsible</i>	Susan Taylor
<i>Schedule</i>	Weekly, from 09/10/2014 to 05/27/2015
<i>Evidence of Completion</i>	Observations

<i>Plan to Monitor Effectiveness of Implementation of G1.B5.S1</i>	
walk throughs	
<i>Person Responsible</i>	Susan Taylor
<i>Schedule</i>	Weekly, from 09/10/2014 to 05/27/2015
<i>Evidence of Completion</i>	observations, strategies included in lesson planning

G1.B5.S2 Planning with Coaches

Strategy Rationale

Effective planning and delivery of instruction

<i>Action Step 1</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

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