



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Lealman Avenue Elementary School

4001 58TH AVE N

St Petersburg, FL 33714

727-570-3020

<http://www.lealman-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

Engage, Educate and nurture academic success for all students and prepare them for a successful future.

Provide the school's vision statement

Lealman Avenue Elementary students will meet academic expectations in a literacy rich environment.

School Environment

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

Embedded PD at monthly staff meetings and Team Leader meetings to build and maintain a school wide atmosphere of Cultural Proficiency and Responsiveness
Staff Review and Discussion of School Wide (by Grade Level) Data at monthly staff meeting.
Disaggregation of data will lead to frequent class meetings and team building activities documented in lesson plans.

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

Using the Positive Behavior Support System, the school has identified guidelines for success. These guidelines are posted in all common areas of the school. There are guidelines for success for the cafeteria, bathroom behavior and hallway behavior. Teachers use the guidelines for success to create guidelines for their classrooms. There is a common language throughout the school that identifies the expectations. First day of School: Each classroom teacher created a chart of desired behaviors- general, café, bathroom, hallway. Ex. What does a quality hallway line look like and sound like? From this discussion, students are led to the unveiling of the School-Wide guidelines and more specific creation of classroom expectations and rules.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Using the Positive Behavior Support System, the school has identified guidelines for success. These guidelines are posted in all common areas of the school. There are guidelines for success for the cafeteria, bathroom behavior and hallway behavior. Teachers use the guidelines for success to create guidelines for their classrooms. There is a common language throughout the school that identifies the expectations.

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

The school counselor and the school social worker work with teachers to identify students who need extra emotional support. They both meet routinely with groups that focus on a variety of issues: self

esteem, divorce, anger management and social skills. The entire staff has selected a student to mentor from the students that administration identified as the lowest performing 25%. Each staff member will check in with their student two or three times a week. The conversations will focus around their comfort level with what is being taught in the classroom, their routines for studying and homework and just their all around well being.

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 Child Study Team meets once a month to discuss issues such as attendance and suspensions. The school social worker follows up with parents regarding attendance. The SBLT meets twice a month to review academic and behavioral concerns. Data that contains suspension information is shared and ideas for behavior plans are discussed. Team leaders report to the principal weekly through PLC notes any academic concerns about students. Grade level teams discuss ideas for re-teaching and implement their plans.

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	17
Attendance below 90 percent	1	18
Attendance below 90 percent	2	16
Attendance below 90 percent	3	12
Attendance below 90 percent	4	13
Attendance below 90 percent	5	9
	Total	85
One or more suspensions	K	2
One or more suspensions	1	7
One or more suspensions	2	4
One or more suspensions	3	8
One or more suspensions	4	8
One or more suspensions	5	4
	Total	33
	Total	
Level 1 on statewide assessment	3	45
Level 1 on statewide assessment	4	50
Level 1 on statewide assessment	5	30
	Total	125

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	1	3
Students exhibiting two or more indicators	2	3
Students exhibiting two or more indicators	3	2
Students exhibiting two or more indicators	4	3
Students exhibiting two or more indicators	5	3
	Total	14

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)

Monthly review of discipline and attendance data at staff meetings. Weekly PLC review of discipline by grade level teams. Protocols are used to find solutions. Administration will review PLC notes weekly to monitor student concerns and make referrals to bi-weekly SBLT where discussion regarding specific interventions will occur. The strategies used are to increase the ratio of positive to negative interactions between students and teachers, decrease the number of students earning multiple referrals. Once students are identified, profiles will be maintained to monitor academic and attendance indicators. Students will take part in the check and connect program facilitated by school counselor and social worker.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Lealman Ave. Elementary believes in involving parents in all aspects of it's Title I programs. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP and PIP. More than 50 percent of the members of SAC are parent (non-employee) representatives. In addition, all parents were given the opportunity to review the plan and offer their input prior to approval. For the PIP, all parents were given surveys at the end of the year seeking their input on activities, training, and materials they needed to help their child. Results of parent surveys are reviewed by the SAC to determine needed changes. During the SAC meeting when the PIP and/or SIP are developed, the committee will decide, with the input from parents how the parental involvement funds will be used. Parent input will be documented by sign-in sheets and in the minutes from meetings. : We believe that parent involvement is the key to student success at Lealman Avenue Elem. Our Annual Title I Meeting is held in conjunction with our Open House in an effort to reach as many parents as possible through this first meeting. In addition to our evening meeting, we offer a written document to all who are unable to attend. This overview comes with a tear-off sheet to

document receipt and to give parents the opportunity to ask questions. Parents are notified that they may also call the Lealman Ave. Elem. Title I Office for more information or questions. We offer flexible morning and evenings and meeting times throughout the year to reach as many families as possible with a variety of topics. Some morning meetings are scheduled in an effort to accommodate families who are unable to attend evening meetings. Our I Moms and All Pro Dads are morning events. We also vary the meeting times of our SAC in an effort to reach more families. Family events will be presented in Spanish and English when possible or translators will be provided to enable non-English speakers to participate in all events. If the event does not include families, child care will be provided to enable parents and caregivers to attend.

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

Lealman Elementary employs a Family and Community Liaison who establishes relationships with local businesses to support our students. Throughout the year, she makes visits and phone calls to solicit financial as well human resource sponsorships. She works with mentors and assists in securing volunteers for the classrooms.

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
Paquette, Bonita	Principal	paquetteb@pcsb.org
Mavres, Annette	Assistant Principal	mavresa@pcsb.org

Duties

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

- Facilitator (/School Psychologist) – generates agenda and leads team discussions
 - Data Manager(s)/Data Coach(es)(Bonita Paquette/Annette Mavres/Principal/Assistant Principal) – assist team in accessing and interpreting (aggregating/disaggregating) the data
 - Recorder/Note Taker(Stephanie Davidson/Guidance Counselor) – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
 - Time Keeper(Bethany Sheehan/Social Worker) –helps team begin on time and ensures adherence to agreed upon agenda
- Meeting time: Every other Tuesday of each month. Times are varied to coincide with teams block schedules so that teachers may attend if they wish.

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 SBLT will manage and coordinate efforts between all school teams, review/revise the SIP, meet bi-weekly for RtI Academic/Behavior Concerns, monitor all data-academic-attendance-referral, review weekly PLC notes and coordinate efforts to meet the needs of students. The Psychologist and Diagnostician facilitate the development of intervention plans and interpret data. The Social Worker and Guidance Counselor- provide services to support the child's academic, emotional, behavioral and social success. Primary intervention specialist- Leads and evaluates the school Core Content Standards/programs, monitors the fidelity of reading intervention programs and participates in the design and delivery of professional development while providing support for assessment and progress monitoring.

The Lealman Elementary School Leadership and RtI Leadership Team will assist in the continuous improvement of all academic and behavioral results with meetings focused on "How do we develop and maintain a problem-solving system to bring out the best in our school, teachers, and in our students?" Data is disaggregated and reviewed for patterns-strengths and weaknesses. The results highlight Core program strengths and weaknesses. From this, SIP decisions are made.

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. Lealman Elementary School will participate in the Promise Time extended learning program for the 2014-15 school year.

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. Lealman Elementary is a part of the Community Eligibility Option for the 2014-15 school year.

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
Jennifer Miller	Teacher
Bonita Paquette	Principal
To Tran	Education Support Employee
Kelly James	Parent
Eileen Hicks	Parent
Angela	Business/Community

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

At the April 2014 meeting, SAC members reviewed the goals and action plans for the 2013-14 SIP. SAC members were paired with staff members from each grade level. Staff members shared activities and instruction that took place for each of the action plans.

Development of this school improvement plan

Based on input from the evaluation of the 2013-14 SIP from the April SAC meeting, ideas are incorporated into the 2014-15 SIP. At the September SAC meeting, the SIP goals and action plans will be reviewed. SAC members will be given a copy of the goals and action plans to take home. Any additional input will be discussed at the October meeting and added to the plan.

Preparation of the school's annual budget and plan

At the September meeting, the School Improvement budget is shared with SAC members. Suggestions for use of funds is discussed. Any requests from staff members, such as conference registration fees are brought before SAC and voted on. Ideas for family workshops using School Improvement funds are brought forward by administration and staff members and voted on as well.

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

Mad Science can make dry science concepts come to life in a fun way with inquiry-based workshops that correlate directly to Florida's Next Generation Sunshine state grade level standards. Each workshop comes with:

- Take Homes for every student and take home cards which serve to integrate the whole family with "what I learned" concepts and "something to do at home" that re-enforces.

- Teacher Resource Package to help educators maximize the learning experience before and after each Mad Science workshop.

Professional lesson plans present science concepts through hands-on activities and real life examples, with language that children understand. We present science in bold innovative ways that draw students into the exciting world of possibility and discovery. Our proven method engages students in active experiential learning that heightens understanding, retention and application. By adhering to the scientific method in our workshops we develop critical and investigative thinking skills in students. \$900.00

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
Mavres, Annette	Assistant Principal	mavresa@pcsb.org
Paquette, Bonita	Principal	paquetteb@pcsb.org
Bender, Carmen	Teacher, K-12	benderc@pcsb.org
Nash, Celeste	Teacher, K-12	nashc@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

- Support for text complexity
- Support for instructional skills to improve reading comprehension
- Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Technical Subjects

Public and Collaborative Teaching

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

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

The master schedule is created to allow team members collaborative planning time five days a week. Teams meet three times a week to plan together, discuss student assessment results and to share strategies that have been successful in their classrooms.

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

Principals are invited to attend job fairs sponsored by the district. Candidates have been pre-screened and have met all requirements for highly qualified and certified. Teachers new to the staff are assigned a mentor from their same grade level. Mentors meet with new teachers once a week to assist with planning and all school related items.

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

New teachers are assigned to a mentor in their grade level. The mentor has attended district training and received professional development in the area of coaching and mentoring. The reason for pairing like grade level teachers together is so that their planning times coordinate. Also, a mentor from within the same grade level has a better understanding of the day to day happenings in that grade level classroom.

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 school uses the provided core instructional materials that have been adopted by the district and meet Florida Standards. Teams, in coordination with the Literacy and Math coaches, study the Florida Standards before creating lessons to meet the expected outcome.

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

Weekly PLC review of data according to standards coupled with discussion on how to meet the needs of our struggling students as well as challenge our students for enrichment. Data used will be formative and summative. Classroom assessments will provide the necessary data to inform teachers' instruction.

Once the needs of the students are established, lesson plans are created and recorded in the electronic plan book. Plans are reviewed weekly by administration.

An additional 30 minutes of focused reading instruction has been added to the master calendar. All certified teachers are responsible for providing interventions using prescribed, research based programs.

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

Strategy Description

An additional 30 minutes of focused reading time is provided to all students. Prescribed and research based interventions are used during this time.

Strategy Rationale

We are an L300 school based on Reading achievement scores.

Person(s) responsible for monitoring implementation of the strategy

Paquette, Bonita, paquetteb@pcsb.org

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

Ongoing progress monitoring will measure the effects of our overall literacy program. Monthly Running Records in primary grades, Aims web probes and district assessments. Analysis occurs during weekly PLC meetings, quarterly district assessment cycles and bi-weekly OPM for tier 2 students. Weekly OPM for tier 3 students.

Strategy type: Extended School Day

Minutes added to school year: 2,700

Strategy Purpose(s)

- Enrichment

Strategy Description

STEM Academy for students scoring a Level 3 or above on previous FCAT Science or Math assessment.

Strategy Rationale

To enrich skill set for students who have a solid foundation without apparent gaps.

Person(s) responsible for monitoring implementation of the strategy

Mavres, Annette, mavresa@pcsb.org

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

Quarterly district math and science assessments will determine the effectiveness.

Strategy type: Extended School Day

Minutes added to school year:

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

Promise Time Tutoring Program

Strategy Rationale

Increase attendance to academic tasks in math and reading.

Person(s) responsible for monitoring implementation of the strategy

Paquette, Bonita, paquetteb@pcsb.org

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

Reports from I-Station will be collected and analyzed bi-weekly.

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

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

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

Needs Assessment

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

District Improvement Goals for SIG-Targeted Schools

Goals Summary

- G1.** Close the achievement gap for African American students in Reading and Math. Decrease the % of African American students receiving out of school suspensions and referrals and increase the number of African American students in the gifted program.
- G2.** Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 36% to 57% as measured by end of the year state assessment.
- G3.** Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 38% to 65% as measured by the end of the year state assessment.
- G4.** Improve writing performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 33% to 60% as measured by the end of the year state assessment.
- G5.** Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on FCAT 2.0 will increase from 48% to 62%.

Goals Detail

G1. Close the achievement gap for African American students in Reading and Math. Decrease the % of African American students receiving out of school suspensions and referrals and increase the number of African American students in the gifted program.

Targets Supported

Indicator	Annual Target
AMO Targets Math - African American	47.0
AMO Targets Math - African American	47.0

Resources Available to Support the Goal

- Girlfriends club
- All Pro Dads
- IMoms
- STEPS program

Targeted Barriers to Achieving the Goal

- Lack of early readiness skills
- Lack of exposure to positive behavior support systems.

Plan to Monitor Progress Toward the Goal	
Pre-K teacher maintains ongoing progress monitoring aligned with the goals of the Gold assessment	
Person Responsible	Mary DeNicola
Schedule	Quarterly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Completed progress monitoring sheet

G2. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 36% to 57% as measured by end of the year state assessment.

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	57.0
AMO Targets Math - African American	47.0
AMO Targets Math - ELL	55.0
AMO Targets Math - ED	55.0
AMO Targets Math - Hispanic	57.0
AMO Targets Math - SWD	33.0
AMO Targets Math - White	56.0

Resources Available to Support the Goal

- Florida Core Standards
- District Provided Resources
- Professional Development Florida Standards
- CPalms
- Formative Assessment Materials
- District Provided Curriculum-Go Math
- Promise Time after school tutoring
- Intermediate Intervention Teachers
- ST Math computer Program
- Embedded Math Coach

Targeted Barriers to Achieving the Goal

- Lack of effective use of data to differentiate instruction through collaborative and facilitated planning
- Lack of a thorough understanding of Florida Core Standards and mathematical practices

<i>Plan to Monitor Progress Toward the Goal</i>	
Ongoing Progress Monitoring as determined by each grade level as tied to relevant standards. Teachers will compile results and report to administration through PLC notes, twice a month. Data will be kept in a notebook that is available for walkthroughs.	
<i>Person Responsible</i>	Annette Mavres
<i>Schedule</i>	Biweekly, from 08/18/2014 to 06/04/2015
<i>Evidence of Completion</i>	Results of monitoring and team minutes.

G3. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 38% to 65% as measured by the end of the year state assessment.

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	65.0
AMO Targets Reading - Asian	71.0
AMO Targets Reading - African American	52.0
AMO Targets Reading - ED	64.0
AMO Targets Reading - ELL	61.0
AMO Targets Reading - Hispanic	64.0
AMO Targets Reading - SWD	40.0
AMO Targets Reading - White	68.0

Resources Available to Support the Goal

- District approved curriculum resources
- Literacy Coach
- Professional development in Florida Core Standards
- Formative and Summative Assessments
- Technology-MIMIO
- Primary intervention teachers
- Promise Time after school tutoring
- Additional 30 minutes of Reading instruction added to the instructional day.
- Intermediate Intervention Teachers

Targeted Barriers to Achieving the Goal

- Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas
- Insufficient standard based instruction
- Lack of student engagement

<i>Plan to Monitor Progress Toward the Goal</i>	
Monitor the results of student artifacts presented in the form of presentations, reports and level of engagement.	
<i>Person Responsible</i>	Bonita Paquette
<i>Schedule</i>	Daily, from 08/18/2014 to 06/04/2015
<i>Evidence of Completion</i>	Student achievement scores.

G4. Improve writing performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 33% to 60% as measured by the end of the year state assessment.

Targets Supported

Indicator	Annual Target
	80.0

Resources Available to Support the Goal

- District provided curriculum
- Embedded Literacy Coach
- Core Connections Training

Targeted Barriers to Achieving the Goal

- Insufficient Standards Based Instruction

<i>Plan to Monitor Progress Toward the Goal</i>	
Ongoing Progress monitoring of writing achievement.	
Person Responsible	Bonita Paquette
Schedule	Monthly, from 08/18/2014 to 06/04/2015
Evidence of Completion	student assessment results, monthly writing prompts, student artifacts

G5. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on FCAT 2.0 will increase from 48% to 62%.

Targets Supported

Indicator	Annual Target
FCAT 2.0 Science % Proficient	62.0

Resources Available to Support the Goal

- District provided curriculum
- Science resource material room/consumables, lab supplies and reading resources
- Master schedule reflects increased science time
- .25 District Science Coach
- Proposed Science Lab to begin second semester

Targeted Barriers to Achieving the Goal

- Lack of higher order thinking and reflection in student journaling with meaningful feedback from teachers
- Insufficient standards based instruction

<i>Plan to Monitor Progress Toward the Goal</i>	
PLC discussion of student artifacts and assessment results.	
Person Responsible	Annette Mavres
Schedule	Weekly, from 08/18/2014 to 06/04/2015
Evidence of Completion	PLC minutes and student assessment results.

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Close the achievement gap for African American students in Reading and Math. Decrease the % of African American students receiving out of school suspensions and referrals and increase the number of African American students in the gifted program.

G1.B2 Lack of early readiness skills

G1.B2.S1 Literacy coach provides Professional Development to Pre-K and K teachers.

Strategy Rationale

Early intervention is important to the progress of student achievement.

Action Step 1	
Professional development in the area of pre-reading and reading skills provided to pre-k teachers.	
Focus	District-wide
Person Responsible	Mary DeNicola
Schedule	Monthly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Coaches log

Plan to Monitor Fidelity of Implementation of G1.B2.S1	
Coaches debrief log and lesson plans of pre-k teachers.	
Person Responsible	Bonita Paquette
Schedule	Monthly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Submitted lesson plans and completed coaches log.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1	
Gold Assessments in pre-k.	
Person Responsible	Mary DeNicola
Schedule	Quarterly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Results from the Gold Assessments.

G1.B3 Lack of exposure to positive behavior support systems.**G1.B3.S2** Staff mentoring program for L25 students in Reading and Math.**Strategy Rationale**

Having an additional adult who checks in with students two or three times per week regarding classwork, homework, etc. helps students to feel connected to the school.

Action Step 1	
Staff members choose a student from the L25 list to mentor two or three times per week.	
Focus	District-wide
Person Responsible	Bonita Paquette
Schedule	Weekly, from 08/18/2014 to 06/05/2015
Evidence of Completion	PCAS , FAIR and classroom assessments

Plan to Monitor Fidelity of Implementation of G1.B3.S2	
Weekly PLC notes contain a section for discussion regarding mentorships.	
Person Responsible	Bonita Paquette
Schedule	Weekly, from 08/21/2014 to 06/05/2015
Evidence of Completion	Review of weekly PLC notes submitted by each team leader.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2	
Review of weekly PLC minutes from each grade level.	
Person Responsible	Bonita Paquette
Schedule	Weekly, from 08/21/2014 to 06/05/2015
Evidence of Completion	Feedback from administrator to team leader regarding PLC minutes.

G2. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 36% to 57% as measured by end of the year state assessment.

G2.B2 Lack of effective use of data to differentiate instruction through collaborative and facilitated planning

G2.B2.S1 Grade level teams analyze, disaggregate and develop/utilize routine assessments.

Strategy Rationale

Data must be analyzed to understand what students know and what they still need to master.

Action Step 1	
Disaggregate baseline, ongoing progress monitoring and end of unit data during weekly PLC meetings to determine instructional plans and differentiation.	
Focus	District-wide
Person Responsible	Krystal Packard
Schedule	Biweekly, from 09/02/2014 to 06/04/2015
Evidence of Completion	Lesson plans, data collection and weekly PLC minutes.

Action Step 2	
Grade Level Teams will meet with administrators after each assessment cycle to discuss student progress toward goals. Substitutes will be provided.	
Focus	District-wide
Person Responsible	Bonita Paquette
Schedule	Quarterly, from 09/29/2014 to 06/04/2015
Evidence of Completion	Data chat minutes.

Plan to Monitor Fidelity of Implementation of G2.B2.S1	
Through walkthroughs and PLC minutes and review of data collection	
Person Responsible	Bonita Paquette
Schedule	Biweekly, from 08/15/2014 to 06/04/2015
Evidence of Completion	PLC minutes, data collection.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1	
Discussion of student data and progress to determine effectiveness of instruction.	
Person Responsible	Bonita Paquette
Schedule	Biweekly, from 08/18/2014 to 06/04/2015
Evidence of Completion	Weekly PLC minutes and ongoing progress data.

G2.B2.S2 Grade level teams create a plan for intervention time during school to include ongoing progress monitoring

Strategy Rationale

OPM helps to determine levels of mastery and need to further differentiate instruction.

Action Step 1	
Grade level teams will meet to look at baseline data to determine need for intervention. Plans will be created to best meet student needs. Plans will include ongoing progress monitoring.	
Focus	District-wide
Person Responsible	Krystal Packard
Schedule	Biweekly, from 09/02/2014 to 06/05/2015
Evidence of Completion	Plans created by teams and communicated to administration through electronic plan book.

Plan to Monitor Fidelity of Implementation of G2.B2.S2	
Plans will be reviewed monthly through the electronic plan book as evidenced on master calendar. Ongoing progress monitoring will be reviewed every other week.	
Person Responsible	Annette Mavres
Schedule	Monthly, from 09/02/2014 to 06/05/2015
Evidence of Completion	Ongoing progress monitoring and lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2	
Review of ongoing progress monitoring, formative and summative assessments.	
Person Responsible	Annette Mavres
Schedule	Biweekly, from 09/02/2014 to 06/05/2015
Evidence of Completion	Weekly PLC minutes. Data chats following district assessment cycles.

G2.B2.S3 Grade level teams create rubrics connected to math standards for students to monitor own progress toward goals.

Strategy Rationale

When students know their progress relative to the standard, they have a better understanding of what skills have been mastered and which skills need more development.

Action Step 1	
Modular planning that includes formative assessment, ongoing progress monitoring and the creation of scales and rubrics tied to Florida Standards.	
Focus	District-wide
Person Responsible	Krystal Packard
Schedule	Monthly, from 08/25/2014 to 06/05/2015
Evidence of Completion	Completed student rubrics and data disaggregation and discussion in PLC notes.

Plan to Monitor Fidelity of Implementation of G2.B2.S3	
Review of PLC minutes and actual rubrics.	
Person Responsible	Bonita Paquette
Schedule	Weekly, from 08/21/2014 to 06/05/2015
Evidence of Completion	PLC notes reviewed by administration and returned to team leaders with documentation and questions answered.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3	
Monitor the use of rubrics to determine effectiveness through walkthroughs, lesson plans and end of unit data disaggregation.	
Person Responsible	Bonita Paquette
Schedule	Daily, from 08/25/2014 to 06/05/2015
Evidence of Completion	PLC notes with disaggregated data and discussion Improved math scores as measured by Common Assessments

G2.B5 Lack of a thorough understanding of Florida Core Standards and mathematical practices

G2.B5.S1 Professional development provided by administration in the area of "unpacking the standards" for Common Core.

Strategy Rationale

A thorough understanding of standards and mathematical practices leads to focused instruction.

Action Step 1	
Unpacking the standards training as connected to mathematical practices	
Focus	District-wide
Person Responsible	Krystal Packard
Schedule	Monthly, from 08/18/2014 to 06/04/2015
Evidence of Completion	Curriculum meeting minutes and calendar

Plan to Monitor Fidelity of Implementation of G2.B5.S1	
Scheduled professional development sessions	
Person Responsible	Krystal Packard
Schedule	Monthly, from 08/18/2014 to 06/04/2015
Evidence of Completion	Professional development calendar

Plan to Monitor Effectiveness of Implementation of G2.B5.S1	
Review of lesson plans and weekly PLC minutes	
Person Responsible	Annette Mavres
Schedule	Weekly, from 08/18/2014 to 06/04/2015
Evidence of Completion	Lesson plan review on electronic plan book and review of PLC minutes. Survey of teachers regarding the effectiveness of the training provided by administration.

G2.B5.S2 Realignment of Professional Learning Communities to include a deeper discussion of standards and mathematical practices.

Strategy Rationale

A thorough understanding of standards and mathematical practices with aligned professional development leads to focused instruction.

Action Step 1	
Refocus Professional Learning Communities to include deep discussion of standards and mathematical practices through the redevelopment of PLC agendas and reporting documents.	
Focus	District-wide
Person Responsible	Annette Mavres
Schedule	Weekly, from 08/18/2014 to 06/05/2015
Evidence of Completion	PLC notes from Team Leaders Practice of instructional staff observed during walkthroughs.

Plan to Monitor Fidelity of Implementation of G2.B5.S2	
Review and monitor PLC notes for discussion of teams.	
Person Responsible	Annette Mavres
Schedule	Weekly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Weekly PLC discussion notes turned in to administration and returned to team leaders with notes.

Plan to Monitor Effectiveness of Implementation of G2.B5.S2	
Monitor PLC to ensure that discussion is taking place regarding Florida Standards and Mathematical practices through notes provided by Team Leaders.	
Person Responsible	Annette Mavres
Schedule	Weekly, from 08/21/2014 to 06/05/2015
Evidence of Completion	PLC discussion notes completed electronically and sent to principal each week.

G3. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 38% to 65% as measured by the end of the year state assessment.

G3.B1 Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas

G3.B1.S1 Classroom teachers along with primary and intermediate intervention teachers will work with struggling students during intervention/after school Promise Time using research based interventions and ongoing progress monitoring.

Strategy Rationale

The more time spent on task, the more likely students will master content.

Action Step 1	
Using student data, teachers will group students according to their needs. Students will receive interventions from classroom teacher, primary and intermediate intervention teachers as well as "push in" intervention teacher for an additional 30 minutes per day. Primary and intermediate intervention teachers will work with struggling students throughout the day.	
Focus	District-wide
Person Responsible	Bonita Paquette
Schedule	Daily, from 08/18/2014 to 06/04/2015
Evidence of Completion	Disaggregated student data and lesson plans.

Action Step 2	
Use of MIMIO technology and periodicals to support reading engagement	
Focus	District-wide
Person Responsible	Annette Mavres
Schedule	Daily, from 08/15/2014 to 06/04/2015
Evidence of Completion	MIMIO reports and walkthrough observations.

Action Step 3	
An extra hour of time to support struggling students in reading through Promise Time Tutoring.	
Focus	District-wide
Person Responsible	Bonita Paquette
Schedule	Weekly, from 09/15/2014 to 06/04/2015
Evidence of Completion	Roster of students enrolled, student assessment results.

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Ongoing progress monitoring will occur systematically and discussed during PLCs. Interventions will be documented and fluid.	
Person Responsible	Mary DeNicola
Schedule	Weekly, from 08/18/2014 to 06/04/2015
Evidence of Completion	PLC minutes and electronic lesson plan.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
The use of ongoing progress monitoring tools such as but not limited to, MAZE, ORF, alphabet checks, running records, LSF and NSF will be used.	
Person Responsible	Mary DeNicola
Schedule	Biweekly, from 08/18/2014 to 06/04/2015
Evidence of Completion	Ongoing progress monitoring results

G3.B3 Insufficient standard based instruction

G3.B3.S1 Professional development provided by Reading Coach in the area of "unpacking the standards" for Florida Core.

Strategy Rationale

Instructional staff needs to understand the standards in order to tightly align their instruction.

Action Step 1	
Professional development in the area of "unpacking the standards" in Literacy.	
Focus	District-wide
Person Responsible	Mary DeNicola
Schedule	Monthly, from 08/18/2014 to 06/04/2015
Evidence of Completion	Minutes from Curriculum meetings. Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B3.S1	
Monitoring the discussion and implementation of Florida Core Standards during weekly PLC meetings and walkthroughs.	
Person Responsible	Bonita Paquette
Schedule	Weekly, from 08/18/2014 to 06/04/2015
Evidence of Completion	PLC notes, Walkthrough notes

Plan to Monitor Effectiveness of Implementation of G3.B3.S1	
Discussion of Florida Standards and best practices in Reading during weekly PLC meetings.	
Person Responsible	Bonita Paquette
Schedule	Weekly, from 08/18/2014 to 06/04/2015
Evidence of Completion	PLC notes. Survey of teachers regarding the effectiveness of training provided by Literacy Coach and administration.

G3.B3.S2 Use of electronic plan book to ensure easy access by administrators to lesson plans.

Strategy Rationale

Action Step 1	
Training on use of Electronic Plan Book provided during pre-school. Teachers input plans weekly into the electronic plan book.	
Focus	District-wide
Person Responsible	Kimberly Nimphius
Schedule	On 08/14/2014
Evidence of Completion	Weekly review of plans by administrators per staff calendar.

Plan to Monitor Fidelity of Implementation of G3.B3.S2	
Checking plans through the electronic plan book.	
Person Responsible	Bonita Paquette
Schedule	Weekly, from 08/25/2014 to 06/05/2015
Evidence of Completion	Comments and notes in electronic plan book.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2	
Monitor grade level plans in electronic plan book.	
Person Responsible	Bonita Paquette
Schedule	Weekly, from 08/25/2014 to 06/05/2015
Evidence of Completion	Teacher review of comments provided by administrators.

G3.B3.S3 Realignment of PLCs to include deeper discussion of Common Core Standards and best practices in Reading.

Strategy Rationale

Action Step 1	
Refocus Professional Learning Communities to include deep discussion of standards and Literacy practices through the redevelopment of PLC agendas and reporting documents.	
Focus	District-wide
Person Responsible	Bonita Paquette
Schedule	Weekly, from 08/21/2014 to 06/05/2015
Evidence of Completion	PLC notes from Team Leaders Practice of instructional staff observed during walkthroughs.

Plan to Monitor Fidelity of Implementation of G3.B3.S3	
Review and monitor PLC notes for discussion of teams.	
Person Responsible	Bonita Paquette
Schedule	Weekly, from 08/21/2014 to 06/05/2015
Evidence of Completion	Weekly PLC discussion notes turned in to administration and returned to team leaders with notes.

Plan to Monitor Effectiveness of Implementation of G3.B3.S3	
Monitor PLC to ensure that discussion is taking place regarding Common Core Standard and Literacy practices through notes provided by Team Leaders.	
Person Responsible	Bonita Paquette
Schedule	Weekly, from 08/21/2014 to 06/05/2015
Evidence of Completion	PLC discussion notes completed electronically and sent to principal each week.

G3.B4 Lack of student engagement

G3.B4.S1 Communicate student learning goals, strategies and progress with families. Conduct family trainings to help engage students and families.

Strategy Rationale

Communication between school and home is essential to student achievement.

Action Step 1	
Teachers communicate daily with parents through the student agenda. Parents are invited to attend trainings specific to grade levels.	
Focus	District-wide
Person Responsible	Bonita Paquette
Schedule	Daily, from 08/18/2014 to 06/05/2015
Evidence of Completion	Parent attendance sheets at offered trainings and walkthrough data collection of agenda communication.

G4. Improve writing performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 33% to 60% as measured by the end of the year state assessment.

G4.B1 Insufficient Standards Based Instruction

G4.B1.S1 Set and communicate a purpose for learning and learning goals in each lesson

Strategy Rationale

Students that have a clear understanding of the expectations are able to formulate a plan to reach their goals.

Action Step 1	
*Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
Focus	District-wide
Person Responsible	Mary DeNicola
Schedule	Daily, from 08/18/2014 to 06/04/2015
Evidence of Completion	Review of electronic lesson plans, evidence of learning goals posted during walkthroughs, student assessment results.

Plan to Monitor Fidelity of Implementation of G4.B1.S1	
Daily monitoring of posted learning goals during walkthroughs.	
Person Responsible	Bonita Paquette
Schedule	Daily, from 08/18/2014 to 06/04/2015
Evidence of Completion	Electronic lesson plans, posted learning goals, student assessment results, student artifacts.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1	
Monitor for posted learning goals during daily walkthroughs	
Person Responsible	Bonita Paquette
Schedule	Daily, from 08/18/2014 to 06/05/2015
Evidence of Completion	Posted learning goals, electronic plan book and student assessment results.

G4.B1.S2 Implement High Yield Instructional Strategies

Strategy Rationale

Action Step 1	
Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
Focus	District-wide
Person Responsible	Bonita Paquette
Schedule	Daily, from 08/18/2014 to 06/04/2015
Evidence of Completion	Observation of gradual release model used. Documentation in electronic plan book of high yield strategies.

Plan to Monitor Fidelity of Implementation of G4.B1.S2	
Monitor the use of high yield strategies related to writing through walkthrough observations, electronic plan book and student assessment results.	
Person Responsible	Bonita Paquette
Schedule	Daily, from 08/18/2014 to 06/04/2015
Evidence of Completion	Walkthrough observations, electronic plan book, student assessment results.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2	
Discussion of student achievement results as well as actual student work.	
Person Responsible	Bonita Paquette
Schedule	Weekly, from 08/18/2014 to 06/04/2015
Evidence of Completion	PLC minutes, minutes from data chats.

G4.B1.S3 Increase instructional rigor**Strategy Rationale**

Action Step 1	
Increase the level of instructional rigor during writing instruction. Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	
Focus	District-wide
Person Responsible	Bonita Paquette
Schedule	Daily, from 08/18/2014 to 06/04/2015
Evidence of Completion	Walkthrough observations, electronic plan book.

Plan to Monitor Fidelity of Implementation of G4.B1.S3	
Increased rigor will be monitored through daily walkthrough and actual student artifacts.	
Person Responsible	Bonita Paquette
Schedule	Daily, from 08/18/2014 to 06/04/2015
Evidence of Completion	Walkthrough observations, electronic plan book, student artifacts, student assessment results.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3	
Monitoring will occur through daily walkthroughs, electronic lesson plan reviews, student assessment results, PLC discussion notes and data chats.	
Person Responsible	Bonita Paquette
Schedule	Daily, from 08/18/2014 to 06/04/2015
Evidence of Completion	Student assessment results and student artifacts.

G5. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on FCAT 2.0 will increase from 48% to 62%.

G5.B2 Lack of higher order thinking and reflection in student journaling with meaningful feedback from teachers

G5.B2.S1 Increase student journaling through the use of stem prompts and open ended, higher order questions measured by rubrics.

Strategy Rationale

Student journaling raises the rigor and rubrics guide students in their knowledge of how they are progressing toward standards.

Action Step 1	
Teachers will post and utilize stem prompts as well as modeling quality journal entries as measured against rubrics. Teachers will provide meaningful feedback in correlation to the rubrics and look for evidence of student follow through.	
Focus	District-wide
Person Responsible	Patricia Kimble
Schedule	Daily, from 08/18/2014 to 06/04/2015
Evidence of Completion	Actual journal entries, walkthrough observations.

Plan to Monitor Fidelity of Implementation of G5.B2.S1	
Observations during walkthroughs.	
Person Responsible	Bonita Paquette
Schedule	Daily, from 08/18/2014 to 06/04/2015
Evidence of Completion	Journal entries, rubrics and posted resources.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1	
PLC discussion, assessment data, journal entries	
Person Responsible	Bonita Paquette
Schedule	Weekly, from 08/18/2014 to 06/04/2015
Evidence of Completion	assessment data, journal entries

G5.B3 Insufficient standards based instruction**G5.B3.S1** Lesson design will include the 5 E model for Science**Strategy Rationale**

The model allows for thorough development of scientific concepts.

Action Step 1	
<p>Is aligned with a course standard or benchmark and to the district/school pacing guide</p> <p>*Begins with a discussion of desired outcomes and learning goals</p> <p>*Includes a learning goal/essential question</p> <p>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question</p> <p>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question</p> <p>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it</p> <p>*Teacher reference to the scale or rubric throughout the lesson</p>	
Focus	District-wide
Person Responsible	Patricia Kimble
Schedule	Monthly, from 08/25/2014 to 06/05/2015
Evidence of Completion	Lesson plans, walkthroughs, student artifacts

Plan to Monitor Fidelity of Implementation of G5.B3.S1	
<p>The use of the 5 E model will be monitored through lesson plans, walkthroughs and student artifacts.</p>	
Person Responsible	Annette Mavres
Schedule	Daily, from 08/25/2014 to 06/05/2015
Evidence of Completion	Lesson plans, walkthroughs and student artifacts.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1	
<p>Student assessment data, PLC discussion and journal entries</p>	
Person Responsible	Annette Mavres
Schedule	Daily, from 08/18/2014 to 06/05/2015
Evidence of Completion	PLC minutes, assessment results and journals

G5.B3.S2 Developed rubrics will correlate with standards and the learning goal for the unit**Strategy Rationale**

Action Step 1	
Utilization of district/teacher created rubrics aligned to standards and essential question of lesson. Training students to use rubrics to track progress toward goal.	
Focus	District-wide
Person Responsible	Patricia Kimble
Schedule	Monthly, from 08/18/2014 to 06/05/2015
Evidence of Completion	Rubrics. Exit slips.

Plan to Monitor Fidelity of Implementation of G5.B3.S2	
Observations during walkthroughs, PLC notes and student artifacts	
Person Responsible	Annette Mavres
Schedule	Daily, from 08/18/2014 to 06/05/2015
Evidence of Completion	Rubrics

Plan to Monitor Effectiveness of Implementation of G5.B3.S2	
Review of student data and artifacts. Discussion of impact of rubrics on student learning.	
Person Responsible	Annette Mavres
Schedule	Daily, from 08/18/2014 to 06/05/2015
Evidence of Completion	PLC notes and student artifacts

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