2014-2015 SCHOOL IMPROVEMENT PLAN
[DRAFT]

North Shore Elementary School

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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

The mission of North Shore Elementary is to help students in all subgroups attain their highest achievement in a safe learning environment staffed by highly qualified teachers who will use district expectations and resources to accomplish this mission.

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

Family and community involvement are highly valued at North Shore Elementary. Through family involvement in SAC and PTA, the school is aware of the student make up and culture. We host a Meet & Greet annually where students and families get to meet the teachers and staff.. This meeting is also used to communicate goals and solicit support for school initiatives. Our goal is to reinforce confidence in parents that together we can meet the needs of our students.
It is an expectation that staff will:
• know school guidelines
• be fair, positive and consistent
• keep classrooms orderly
• build positive relationships and get to know their needs and motivators
• treat students with the same respect that is expected from them.
Our staff understands that one out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior. Trauma can impact school performance. (Lower GPA, higher absence rate, decreased reading ability, increased behavior problems). Trauma can impair learning. (Chronic exposure can adversely affect attention, memory, and cognition; interfere with problem solving attention, memory, and cognition, result in overwhelming feelings of frustration and anxiety). Traumatized children may experience physical and emotional distress.
Teachers are expected to:
• Connect with students and build relationships with the student and their family.
• Establish a safe environment to decrease the opportunity for the student to be traumatized further.
• Implement an effective Classroom Management Plan.
• Implement Stress Management and Relaxation techniques.
• Connect with Social Services Support (Guidance, Social Worker, etc.) in the event of concerns
• Exercise Patience with students who show signs of stress.
• Manage Personal and Professional Stress so that individual don't take students' misbehavior personally.

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

Our students participate in a variety of before and after school programs that help to keep students safe, extend learning opportunities and support the feeling of respect for students. Our students participate in the YMCA, which partners with the school to offer PROMISE Time. PROMISE Time is an extended learning opportunity which offers tutoring for academic support.

Our school also offers a Chess Club. According to research, test scores improved by 17.3% for students regularly engaged in chess classes, compared with only 4.6% for children participating in other forms of enrichment activities. When students play chess they must call upon higher-order thinking skills, analyze actions and consequences, and visualize future possibilities.

In addition to our Chess Club, we are adding the STEM Academy. The goal of the STEM Academy is to increase Science Technology Engineering and Mathematics opportunities for students. The STEM Academy will offer student's opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve teambuilding and leadership skills, learn about business planning, and interact with community partners.

Our school offers a Bully Prevention initiative where we strive to establish and maintain a school culture of acceptance, tolerance and respect. We use staff meetings, assemblies, class and parent meetings, newsletters to families, the school website, and the student handbook to establish a positive climate at school. We reinforce positive social interactions and inclusiveness.

KNIGHTS:

Keep Trying

Nurture our environment

Inspire Cooperation

Give our best effort

Have Respect

Take Responsibility

Support fellow Knights

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

Our school utilizes a Positive Behavior System (PBS) where teachers develop their own classroom management plans consistent with our core values, guiding principles and CHAMPs. These individual management plans make optimum use of expected behaviors, consequences and positive reinforcements for use in the classroom. We use proactive intervention strategies to deescalate behaviors before they get out of hand. Every effort is made to allow students to correct their own behavior. Students should have 15 minutes, for example, to correct their behavior on their own before the staff determines that an annoying behavior has gone from a level 1 to a level 3.

The classroom plan must be posted and include the reward system and consequences so that students are fully aware of the expectations. It also serves as a reminder to follow the system with fidelity. Plans are submitted for review to the Administrator/Behavior Specialist for accountability/ monitoring. STOIC walkthroughs are conducted to ensure fidelity of implementation.

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

North Shore Elementary maintains a school based leadership team (SBLT) that monitors and problem solves around data related to the academic and behavioral needs of students. A early warning system is used to monitor referrals, attendance, tardies, substantially deficient achievement, mobility and retentions).

Referrals to social service staff are made as data indicates.

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 SBLT convenes on Wednesdays weekly to discuss student achievement, particularly tiered progress in all subject areas. Each week focuses on a different subject and the team discusses the data and determines the next steps.
Indicators include but are not limited to:
-Academic Performance: Level 1 FCAT scores
-Grade Retention
-Classroom performance
-Educational Engagement: Gifted or Talented indicators
-Behavior Data including suspensions, referrals.
-Number of school/community supports
-Performance in ELP and other programs (chess club, STEM, Good News Club, Mad Science, etc.)
The Child Study Team convenes weekly to discuss student attendance. Each week focuses on determining student indicators and how to support families and improve attendance and tardies.
Indicators include but are not limited to:
-Absenteeism or tardies below 90%
-Parental involvement
-mobility

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	1	9
Attendance below 90 percent	2	7
Attendance below 90 percent	3	3
Attendance below 90 percent	4	8
Attendance below 90 percent	5	9
	Total	**36**
One or more suspensions	1	3
One or more suspensions	2	1
One or more suspensions	3	4
One or more suspensions	4	2
One or more suspensions	5	2
	Total	**12**
Course failure in ELA or Math	3	1
Course failure in ELA or Math	4	9
Course failure in ELA or Math	5	9
	Total	**19**
Level 1 on statewide assessment	3	1
Level 1 on statewide assessment	4	5
Level 1 on statewide assessment	5	9
	Total	**15**

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	1
Students exhibiting two or more indicators	3	3
Students exhibiting two or more indicators	4	2
Students exhibiting two or more indicators	5	1
	Total	**10**

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)

The guidance counselor coordinates a Check and Connect program linking families with mentors to support student success and family involvement.
Students are encouraged to participate in after school activities which include clubs and extended learning opportunities that support student learning.
Family engagement opportunities are provided to support family members to be an active participant in their child's learning.
Differentiated instruction is used by the classroom teacher to meet the child's specific needs in order to motivate the student and adapt curriculum to their specific learning style.
The guidance counselor and social worker work with the students to enhance social attitudes and interpersonal skills that may influence learning and/or behaviors.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
Yes

PIP Link
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

Increase the number of parents participating in Parent Workshops related to Common Core implementation and other school initiatives.

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

We found that regular and on-going communication was effective in garnering the support of our families and the community. Participation in the St. Petersburg Women's Club, North Shore Community Association, fostering the partnerships with University of South Florida and St. Petersburg College were important to this endeavor.
We will continue to build and foster business relationships, inviting the business partners to events such

as student performances, academic achievement night, science fair, etc. We will communicate events and positive news in our newsletters and other media.
We are enlisting the support of the community to participate in our Check and Connect Mentoring program to both support our struggling learners and encourage our gifted students to engage their full potential.

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
Dixon, Nikishia	Assistant Principal	dixonni@pcsb.org
Pineda, Juan		pinedaj@pcsb.org
Dixon, Nikishia	Assistant Principal	dixonni@pcsb.org

Duties

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

Casey Maker - Facilitator - generates agenda and leads team discussions
Cooper Dawson, Principal- co-facilitator – generates agenda and leads team discussions
Shannon Myron - Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
Deb Knapp -Technology Specialist – brokers technology necessary to manage and display data
Deb McAfee -Recorder/Note Taker – 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
Amy Kohnle -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

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

The school-based MTSS leadership team will focus meetings on the development and maintenance of a problem-solving system to bring out the best in our teachers, our students and our school community.
The MTSS leadership team meets once a week to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills, based on current school data and observations. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
A member of the staff from primary and intermediate grade levels are members of the MTSS leadership team to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills, based on current school data and observations.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jeannie Hunt	Parent
Cooper Dawson	Principal

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

Development of this school improvement plan

Progress toward school goals were shared at the end of the school term. Input was gathered regarding the need for continued goals. SAC and PTA members were convened during preschool to discuss the current school status, grades and goals. Parents shared that they would like information this year related to Common Core standards and PARCC. Parents gave input on the school goals and will monitor progress throughout the school year.

Preparation of the school's annual budget and plan

SAC assists the principal in the school's annual budget . SAC also assists in the preparation and evaluation of the School Improvement Plan. (SIP). The plan is designed to achieve the state education goals and student performance standards. The plan also address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by school board policy.
SAC approves of the expenditure of school improvement funds. SAC approves the final draft of the school improvement plan and conducts a public meeting for community suggestions for modifications and serves as an advocate in the community and the school for implementation and assists in public relations efforts related to the plan. They also support school improvement implementation. They collect and analyze information about the community and the school and receives public input regarding needs (Needs Assessment) of the school.
SAC provides ongoing review of the progress being made toward implementation of the school improvement plan. They evaluate success by monitoring short-term and long-term outcomes.

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

$ 1500 spent on Teacher professional development to support SI initiatives.

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
Dawson, Cooper	Principal	dawsonw@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 Common Core State Standards for Literacy in Social Studies, Science, and
Support for instructional skills focused on how to improve reading comprehension by utilizing close reading strategies and finding text evidence.
Support for the new reading modules in K-5.
Developing and asking text dependent questions from a range of question types.
Emphasizing students supporting their answers based upon evidence from text.
Develop strategies gained from the Leading the Learning Cadre in order to work with high achieving students, and differentiated instruction through conferring.
Major initiatives:
Fidelity of guided reading in grades K-5
Formative assessments and data analysis

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

North Shore Elementary has a master schedule that allows for 50 minutes of planning for all grade levels. Teacher are encouraged during this time to work together collaboratively when unpacking the standards and planning out lessons that align with the Florida State Standards and the Common Core State Standards.
Professional Learning Communities have been established so that teachers meet for approximately 60 weekly.

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

North Shore Elementary enjoys a very stable staff. We foster a healthy culture by promoting a Wellness Committee. This team of teachers are responsible for providing activities that encourage staff engage in healthy living activities such as exercise and healthy eating practices. Our Hospitality Committee works to support the social emotional aspects of a healthy employee.

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

Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons. Teachers are paired based on grade level placement.

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

With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K–5 reading program with rigorous Common Core instructional design. The remarkable vocabulary instruction builds better readers and writers while also providing intervention for struggling students. Easy organization, proven instruction and exceptional differentiation set Journeys Common Core apart as the Common Core reading curriculum of choice for educators across the nation.Common Core-based instruction is integrated into every unit and lesson. Digital learning tools, including mobile apps and interactive whiteboard lessons are provided.
Scaffolding and differentiation in every lesson.
GO Math! K–8 offers an engaging and interactive approach to covering the Common Core State Standards. Its seamless digital path and Write-in Student Edition ensure that students can access content at appropriate levels of depth and rigor. GO Math! Instructional support provides teachers with the opportunity to focus on depth of learning in the classroom.

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

Teachers in grades K-5 are using FCAT data, ELA Module, and Common Assessment data to begin differentiating their instruction and lesson planning. Jan Richardson's Guided Reading lesson plans are used in all grade levels to meet the needs of the individual learner. If students are having difficulty attaining the proficient level on state assessments, the MTSS problem solving model is used to determine possible interventions to be provided by the classroom teacher.
The 4-step problem-solving model involves:
Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).
Step 2: Identify possible reasons why the desired goal(s) is not being attained.
Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).
Step 4: Evaluate the effectiveness of the plan in relation to stated goals.
All students who are Tier 2 or 3 as identified in the MTSS problem solving model, receive interventions and are Ongoing Progress Monitored.
Extended Learning Program is offered to students who have been identified as having a deficiency in the area of Mathematics according to district and statewide assessments. Small group intervention using Scholastic Math Reads is utilized..

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: 4,140

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

Strategy Description

Through our community partnerships and use of extended learning funds we will extended the school day to instruct and enrich in the core academics of math and science ($26,693 for personnel and materials for "Do the Math", "Math Reads"). We also plan to use extended funds to support our gifted and talented program. Additionally, we will provide opportunities for activities that foster character development which will impact school behavior.

Strategy Rationale

Person(s) responsible for monitoring implementation of the strategy

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

FCAT data was used to determine need for science and mathematics intervention. Students in the program will be progress monitored to determine if the interventions are effective. Cumulative task data collected at the end of each lesson.
Data is shared with teachers and reviewed with leadership team.Behavior data are collected monthly. We will monitor the behavior of students attending the after school club.

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

School Improvement Goals

Goals Summary

G1. Increase Reading scores to 70% students of each student subgroup achieving at proficiency levels;

G2. Increase the number of student proficient in mathematics and science through the implementation of standards based instruction and facilitate common planning.

G3. Close the achievement gap between Black and non-black students to our AMO 2015 targets;

Goals Detail

G1. Increase Reading scores to 70% students of each student subgroup achieving at proficiency levels;

Targets Supported

Indicator	Annual Target
	70.0

Resources Available to Support the Goal
- PMRN, EDS, OPM and Running Record Data and Lexia

Targeted Barriers to Achieving the Goal
- Continue to increase the fidelity of implementation of guided reading strategies and running record assessments.

Plan to Monitor Progress Toward the Goal	
running record, FAIR and progress monitoring data	
Person Responsible	Nikishia Dixon
Schedule	
Evidence of Completion	increase in Running Records scores; increase fidelity of implementation;

G2. Increase the number of student proficient in mathematics and science through the implementation of standards based instruction and facilitate common planning.

Targets Supported

Indicator	Annual Target

Resources Available to Support the Goal

- Florida Math Standards, Guide to Mathematical Practices, Effective Unit Planning

Targeted Barriers to Achieving the Goal

- Teachers need support with Effective Planning and Implementation on Math Strategies

Plan to Monitor Progress Toward the Goal	
Implementation tools;	
Person Responsible	Nikishia Dixon
Schedule	Monthly, from 08/18/2014 to 05/29/2015
Evidence of Completion	increased student scores

G3. Close the achievement gap between Black and non-black students to our AMO 2015 targets;

Targets Supported

Indicator	Annual Target

Resources Available to Support the Goal

- MTSS Coach, SBLT, Professional Library

Targeted Barriers to Achieving the Goal

- Teacher proficiency in providing interventions at Tier 2

Plan to Monitor Progress Toward the Goal	
Common assessment data, formative assessments and OPM data	
Person Responsible	Nikishia Dixon
Schedule	Every 2 Months, from 08/18/2014 to 05/29/2015
Evidence of Completion	80% of students achieving proficiency of standards taught

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase Reading scores to 70% students of each student subgroup achieving at proficiency levels;

G1.B1 Continue to increase the fidelity of implementation of guided reading strategies and running record assessments.

G1.B1.S1 The Literacy coach will continue to providesupport in the areas of Jan Richardson Guided reading routines and running records.

Strategy Rationale

Action Step 1	
Job Embedded Professional Development	
Person Responsible	
Schedule	Monthly, from 08/18/2014 to 05/29/2015
Evidence of Completion	Sign in sheets; MoodleLMS summaries

Action Step 2	
Plan and Model lessons for intermediate classroom teachers	
Person Responsible	
Schedule	On 08/18/2014
Evidence of Completion	coacing logs and walkthrough documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Implementing Walkthroughs during Reading Block using Literacy Implementation Guide	
Person Responsible	Cooper Dawson
Schedule	On 09/02/2014
Evidence of Completion	Walkthrough data using iObservation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Teacher implemetation of guided reading routines daily with fidelity and monthly running record assessments.	
Person Responsible	Nikishia Dixon
Schedule	On 09/02/2014
Evidence of Completion	Implementation tools

G1.B1.S2 Teachers will unwrap and fully implement the ELA common core state standards with guidance and planning with literacy coach.

Strategy Rationale

Action Step 1	
common core standards	
Person Responsible	
Schedule	
Evidence of Completion	Teacher proficiency

Action Step 2	
Facilitated Common planning	
Person Responsible	
Schedule	
Evidence of Completion	Uploaded lesson plans and walkthrough data

Plan to Monitor Fidelity of Implementation of G1.B1.S2	
common core standards	
Person Responsible	
Schedule	
Evidence of Completion	teacher proficiency

Plan to Monitor Effectiveness of Implementation of G1.B1.S2	
OPM	
Person Responsible	
Schedule	
Evidence of Completion	increase student achievement

G2. Increase the number of student proficient in mathematics and science through the implementation of standards based instruction and facilitate common planning.

G2.B1 Teachers need support with Effective Planning and Implementation on Math Strategies

G2.B1.S1 District Math coach will provide embedded professional development and teachers will attend district supported professional development on Math

Strategy Rationale

Action Step 1	
Math professional development	
Person Responsible	Nikishia Dixon
Schedule	Biweekly, from 09/02/2014 to 05/29/2015
Evidence of Completion	teacher proficiency; student achievement

Action Step 2	
Monitoring student progress toward achieving the math and science goals	
Person Responsible	Nikishia Dixon
Schedule	Monthly, from 09/02/2014 to 05/29/2015
Evidence of Completion	student work reflecting the use of rubrics; walkthrough data

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
walkthrough observation, OPM and monitoring of lesson plans	
Person Responsible	Cooper Dawson
Schedule	Weekly, from 08/18/2014 to 05/29/2015
Evidence of Completion	increase student achievement

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Proficient student math achievement	
Person Responsible	Nikishia Dixon
Schedule	Monthly, from 08/18/2014 to 05/29/2015
Evidence of Completion	Common assessment data

G3. Close the achievement gap between Black and non-black students to our AMO 2015 targets;

G3.B1 Teacher proficiency in providing interventions at Tier 2

G3.B1.S1 Teachers will attend professional development and implement standards based instruction in core and interventions

Strategy Rationale

Action Step 1	
Provide and advertise staff development opportunities	
Person Responsible	Cooper Dawson
Schedule	Annually, from 08/18/2014 to 05/29/2015
Evidence of Completion	Professional Development Assessment; MoodleLMS summaries

Action Step 2	
Collaborative planning, unpacking of standards and implementation of standard based lessons.	
Person Responsible	Nikishia Dixon
Schedule	Monthly, from 08/18/2014 to 05/29/2015
Evidence of Completion	walkthrough data and lesson plan feedback sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Implementation Tool Form	
Person Responsible	Cooper Dawson
Schedule	Monthly, from 08/18/2014 to 05/29/2015
Evidence of Completion	Walkthrough Data results shared in curriculum meetings and PLCs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
Teachers implementing standards based instruction	
Person Responsible	Nikishia Dixon
Schedule	Monthly, from 08/18/2014 to 05/29/2015
Evidence of Completion	Walkthrough Data

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