



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2014-2015 SCHOOL IMPROVEMENT PLAN [ DRAFT ]

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Sandy Lane Elementary School

1360 SANDY LN

Clearwater, FL 33755

727-469-5974

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

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## **SIP Authority and Template**

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

## Current School Status

### Supportive Environment

#### School Mission and Vision

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

Sandy Lane Elementary School's mission is to ensure success for all students. We will accomplish this by aligning all our resources to meet each student's individual educational needs and by partnering with parents, guardians, and our community to support our students. Highest student achievement will be measured by success on state standards, an increase in the number of students demonstrating responsible citizenship, and an increase in the number of students' making the Honor Roll and Principal's List.

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

The vision of Sandy Lane Elementary is to work collaboratively to provide effective instruction in order for all of our students to perform at or above grade level expectations.

#### School Environment

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

A. The processes by which the school learns about student's cultures and builds relationships between teachers and students are varied. Some are school-wide, for example, creating a class mission and the use of "College Binders" to establish communication between home and school. Positive phone calls are also made to encourage communication and to help increase awareness and respect. We also use take home posters and newspapers that our students create to help illustrate and share their culture. The primary classes use "All About Me" bags to help show all about their culture and families. Class Meetings are held daily.

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

We create this sense of safety by using a wide range of activities designed to give the students a feeling of safety and security while they learn. We implement a 5:1 ratio of positive to negative interactions to encourage appropriate behavior and to help each student to feel respected and valued. It's our school's expectation that each teacher be waiting at their front door to greet each student every morning. We also have class meetings as well as a dedicated time at the beginning of each day to do a Second Step Lesson. This curriculum is taught school-wide daily and encourages social skills and handling social pressures and feelings in an appropriate way. After school we offer several clubs that help our students to feel valued and encourage appropriate behavior. Among these are "Girls on the Run", Girlfriends, Arts and Crafts, Yearbook, Lego Club and The STEM club.

##### 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

##### 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

Our school ensures the social-emotional needs of all our students by providing many programs and other student services. We have Psychologist 3 days a week, a full time counselor as well as a full time social worker. As mentioned above, we have many programs after school to help support the emotional needs of our students, such as Girls on the Run, Girlfriends, Arts and Craft Club, Yearbook, Lego club and the STEM club. Our school also has a Pass Executive Partnership with Clothes to Kids, which allows our families free clothing. The Pack N Sack program is available to allow our students free food and we are partners with the Big Brothers Big Sisters program, which further supports our students. We offer mentors for identified students that are having academic or behavior difficulty as well as attendance issues. Our on-going progress monitoring allows us to quickly see how our students are performing and helps us pinpoint when he or she begins to struggle. With a grant we were awarded last year, we were able to purchase many new materials to help support their academic needs and have a resource room so teachers can check out specialized materials to support their remediation.

### **Early Warning Systems**

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

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

Our early warning system uses the following indicators:

- \* Student attendance below 90%.
- \* Students with one or more suspension
- \* Students receiving a D or a F in ELA or math
- \* Students who scored a 1 on the FCAT in ELA or MATH
- \* Students who received 3 or more referrals
- \*

#### **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	27
Attendance below 90 percent	2	15
Attendance below 90 percent	3	16
Attendance below 90 percent	4	15
Attendance below 90 percent	5	13
	<b>Total</b>	<b>86</b>
One or more suspensions	1	11
One or more suspensions	2	4
One or more suspensions	3	55
One or more suspensions	4	39
One or more suspensions	5	34
	<b>Total</b>	<b>143</b>
Course failure in ELA or Math	3	3
Course failure in ELA or Math	4	2
Course failure in ELA or Math	5	3
	<b>Total</b>	<b>8</b>
Level 1 on statewide assessment	3	8
Level 1 on statewide assessment	4	31
Level 1 on statewide assessment	5	22
	<b>Total</b>	<b>61</b>

***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	K	1
Students exhibiting two or more indicators	3	8
Students exhibiting two or more indicators	4	6
Students exhibiting two or more indicators	5	6
	<b>Total</b>	<b>21</b>

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

- The School Based Leadership Team will continue to meet weekly for an hour focusing on school wide plan, analyzing data, and rolling out the ongoing progress monitoring plan for our core instruction. They will finalize the assessments to be utilized for the core ongoing progress monitoring and the dates that data are due to the team each month. For reading intervention, we will utilize the DAZE for progress monitoring, it will be administered every week for 3 weeks in August and then after the third week it will be administered every other week. The MTSS and grade level teams will analyze the data and make adjustments to groups, instruction, and determine human resource needs.
  - o The MTSS will analyze grade level data to look for trends and areas of needed focus. Based off of need, the team will decide on next steps that need to be taken to address the students' needs.

- Teams through PLC will analyze their ongoing progress monitoring data for intervention, core, and ST math. They will make instructional decisions based off of the data.
- Administrators will meet with individual teachers every 5 to 6 weeks on a scheduled basis to review their classroom data. Teachers will bring their core data in math & reading, their intervention data in reading and ST math, and their formative assessments. They will discuss their structure for differentiating and accelerating instruction for students. They will leave with a plan of action for students that are underperforming.

## 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**

Currently completing and revising Parent Involvement Plan. Will be completed by September 10, 2013.

**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 have an executive Pass Partnership with Clothes to Kids and we have a full PASS partnership with the United Way. Through these partnerships we are able to access resources to support our students. Through the full PASS partnership, we have purchased needed technology and high interest reading materials for the students. We also partner with our after school programs, R'Club and Artz for Life to help support our students continue with after school educational activities.

## 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
Clifton, Nicole	Principal	cliftonn@pcsb.org
Dedert, Melanie	Assistant Principal	dedertm@pcsb.org
Bennett, Marcy	Instructional Coach	bennettm@pcsb.org
Madison, Tiffany	Instructional Coach	madisont@pcsb.org
Dubois, MaryBeth	Attendance/Social Work	duboism@pcsb.org
Vrable, Rene	Instructional Coach	vrabler@pcsb.org
Lodgya, Mirelle	Teacher, K-12	lodgyam@pcsb.org
Chandler, Charissa	Teacher, K-12	chandlerc@pcsb.org
Kinney, Lisa	Teacher, K-12	kinneyl@pcsb.org
Bubolo, Barb	Teacher, K-12	bubolob@pcsb.org
Mercado, Justin	Teacher, K-12	mercadoj@pcsb.org
Reynolds, Marion	Teacher, K-12	reynoldsmar@pcsb.org

## Duties

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

Facilitator – generates agenda and leads team discussions (CLIFTON)

- Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
- Instructional Coach – Data collection for ongoing progress monitoring/ brokers technology necessary to manage and display data/
- 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 (Karlesky)
- Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda(TBD)

The Principal provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school based MTSS plans and activities.

Administration/Instructional Coaches (Reading/Math) Behavior Specialist- Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening that provide early intervening services for children to be considered “at Risk”; assists in the delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data

collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Social Worker- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. IN addition to providing interventions, school social worker continue to link- child serving and community agencies to the schools and families to support the child’s academic, emotional, behavior, and social issues. Shares attendance

data

ESE VE/EI – Participates in student data collection, integrates core instructional activities into Tier 3 instruction, and collaborates with general education teachers through such activities such as co-teaching. In addition supports the monitoring of Tier I, Tier II intervention plans.

Guidance Counselor- Manages 504's, schedules 504 meetings, updates team on guidance lessons and school/student needs Liaison with county, state, and federal agencies. Supports the monitoring of Tier 1 and Tier 2 intervention plans. Implementation of Tier 1 and Tier 2 for behavior

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

The MTSS team, (formerly SBLT) will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify

students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, evaluate implementation, make decisions, and practice new processes and align resources (human resources and material resources.) Core instruction will be monitored by weekly assessments aligned to what was taught. Every Monday the teams will send in their weekly Core Data. This data will be compiled by an MTSS member and will be presented at Wednesday's 7:05 meeting. The team will look for patterns and will monitor the percent of students meeting the expected levels of performance. Prior to MTSS, grade level teams will review their data in PLC's and will revise plans based off of the data. They will assess any needs and the team leader will bring those needs/requests to the MTSS team.

We follow the problem solving process.

This involves: Define what it is that 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.

Some important things to consider when using a data-based problem-solving model: 1. A problem-solving model provides the structure to identify, develop, implement

and evaluate strategies to accelerate the performance of ALL students. 2. The use of scientifically based or evidence-based practices should occur

whenever possible. 3. The effectiveness of the problem-solving process is based on both fidelity of the

problem-solving process itself and fidelity in the implementation of the

instruction/intervention plan. 4. The problem-solving process is applicable to all three tiers of instruction and intervention.

Following that process a school wide Tier 1 plan will be put into place, complete with an action plan identifying action steps, persons responsible with a time line and data collection and monitoring effectiveness of the plan in place.

A big aspect of the problem solving process is the opportunity to examine the interaction between the instruction, curriculum, learning environment and learner(s) in order to identify a discrepancy and subsequently identify an intervention to close the gap. Our focus is on the Instruction, curriculum, and environment first. The learner domain is the last to consider and should not be addressed until the instruction and curriculum are appropriate and the environment is positive. If discrepancies in these areas are not resolved first, interventions in the learner domain alone are not likely to succeed. What Our MTSS team also identifies, based off of data, areas where additional support, Tier 2 is needed.



The MTSS roles out the Tier I which is expected to be implemented in all classes.

#### 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. 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.

Our teachers receive onsite professional development through site based reading coach and the district math coach.

#### 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). Sandy Lane Elementary has a full time social worker.

#### 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.

Sandy Lane offers Promise Time, Saturday School and Extended Learning before school.

#### 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. Sandy Lane Elementary is a 100% CEO school. All students receive free breakfast and lunch.

#### 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 Sandy Lane Elementary

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Nicole Clifton	Principal
Tameka Barber	Business/Community
Deanna Hobson	Education Support Employee
Jai Henson	Business/Community
Tiffany Madison	Teacher
Sandy Leanes	Business/Community
Jai Henson	Business/Community
Christina Brodner	Parent
Marcy Bennett	Teacher
Edie Marzol	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*

SAC reviewed the implementation and MTSS' recommendation of the school improvement plan. The SAC reviewed data and teacher input/observations and made recommendations of what worked well and what needs to be improved upon for the upcoming year. The SAC reviewed the FCAT data, common assessment data and running record data. They provided input on strategies that could help our students achieve at high levels.

*Development of this school improvement plan*

The SAC meets monthly. During these meetings the SAC committee reviews data and progress toward the SIP. In April, May, and June, during the SAC meetings, the committee reviewed current data, teacher input and discussed goals for the upcoming school year. The committee also discussed research based strategies and identified key strategies that the committee believes would help the students move forward.

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

As a part of the monthly meetings, the SAC reviews the plans and needed budget for each plan. They also had input in the PASS budget and helped align the PASS goals with our SIP goals. A review of our needs assessments and previous budget occurs. They approve our budget items and ensure alignment to the SIP.

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

Our School Improvement Funds of 2,470.25 will be allocated for curriculum planning and development for teachers. Teachers will use this time to write lessons following the common core standards. Also, substitutes will be paid for TDE's in order for teachers to complete a lesson study cycle in classrooms. Needed materials for common core will also be purchased with these funds. Additionally, as a Title I school, all of our Title I funds are aligned to support our goals in the School Improvement plan. Title I hourly teachers to instruct students in reading, math and science, a MTSS coach, a classroom teacher to lower TPR, an hour for a community liaison and additional reading materials are how the Title I funds are allocated.

**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
Clifton, Nicole	Principal	cliftonn@pcsb.org
Dedert, Melanie	Assistant Principal	dedertm@pcsb.org
Bennett, Marcy	Instructional Coach	bennettm@pcsb.org
Bubolo, Barb	Teacher, K-12	bubolob@pcsb.org
Madison, Tiffany	Instructional Coach	madisont@pcsb.org
Lodgya, Mirelle	Teacher, K-12	lodgyam@pcsb.org
Chandler, Charissa	Teacher, K-12	chandlerc@pcsb.org
Mercado, Justin	Teacher, K-12	mercadoj@pcsb.org
Solis, Adrian	Psychologist	solisa@pcsb.org

**Duties**

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

The LLT promotes and provides professional development on the alignment of interventions to core curriculum.

Collaboration and analysis of data (FAIR) through PLC's to analyze the data.

Implementation of the Shark Reading Frenzy program. (Additional hour in reading)

The LLT ensures that the K-12 literacy model is being implemented and monitored.

The following programs will be implemented for students : a Reading club for primary and intermediate, Battle of the Books implementation targeting

**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**

Our school strives to build and maintain a positive learning environment for all stakeholders. Our teachers and staff participate in ongoing team building to help build/maintain positive working relationships. We work with our working norms in each meeting and PLC. We live our mission and maintain dream team standards. Our master schedule is built around time for collaborative planning for each grade level. Additionally, each week teachers will meet in PLC's at 7:35 on Thursdays to review data and student work. They use protocols to ensure all teachers have equal time to talk and utilize processes to keep the PLC focused on the task at hand.

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

We will continue weekly morning professional developments for the 204-15 school year.

Twice a month the professional development will be led by administration and LLC team focus will be on best practices and will be aligned to the teacher appraisal. We will participate in the following book studies;

\*The Highly Engaged Classroom

\* How to teach students who don't look like you

Once a month, the weekly professional development will be led by Reading coach along with LLC team For these curriculum meetings primary teachers will meet on Tuesdays and intermediate teachers will meet on Wednesdays in order for the training to best meet their needs.

Best practice will be shared and expected to be implemented in the classroom

\* Follow up will occur with in class coaching/modeling/observation/feedback

\* The following professional development, teachers will bring student work and share out what worked and what areas they need assistance with for that best practice.

\* Protocols will be used to guide conversation

Once a month the professional development will be led by Math coach along with LLC team

For these curriculum meetings primary teachers will meet on Tuesdays and intermediate teachers will meet on Wednesdays in order for the training to best meet their needs.

Best practice will be shared and expected to be implemented in the classroom

\* Follow up will occur with in class coaching/modeling/observation/ feedback

\* The following professional development, teachers, will bring student work and share out what worked and what areas they need assistance with for that best practice.

oProtocols will be used to guide conversation

Teachers will collaboratively plan with math and reading coach on a rotating basis. During specials on Thursdays, primary teachers will plan with the reading coach and the intermediate teachers will plan with the math coach. The following week they will meet with the different coach.

The coaching cycles will be planned and scheduled during preschool, with initial focus on new teachers and by following the teachers IPDP's.

Teachers will meet on Tuesdays during their planning time for PLC's

\* Every other week their focus will be on analyzing their core grade level data and student work

\* The other two weeks will be focused on their need facilitated by their team leader or a leadership team member.

The need will be determined by data, the needs assessment protocol completed by the team in one of their first PLC's.

Capacity is built by providing ongoing feedback

\* Administrators will leave feedback regarding instructional practices on a regular basis.

Lesson Study will occur across all grade levels and all content areas

\* We will continue with our process of utilizing specials time for one teacher to model a lesson and then allow their class to attend PE at another time

The calendar for lesson study will be developed during school improvement planning and based on need from in-house professional development

Weekly SOS (Setting our Sights) message/memo will be emailed weekly to staff by Mrs. Clifton. This includes a spotlight on staff, a supporting our students section, a best practice section aligned to the

teacher appraisal and our weekly calendar.

Mrs. Clifton and Mrs. Dedert will continue with the practice of weekly walkthroughs providing feedback on the instructional practice focus for the week.

First and Second year teachers will continue to meet monthly with administration (Just in time meetings)

Mrs. Clifton and Mrs. Dedert will continue to maintain an open door policy and will be available to meet with teacher leaders to problem solve how to effectively coach, model and lead a team.

Mrs. Clifton and Mrs. Dedert are available to problem solve with teachers.

The RTI coach will provide feedback on fidelity of stroll, CHAMPS implementation, Second Step implementation, and will input stroll data regularly.

In class coaching with math and reading coaches will occur on a regular basis.

Frequent recognition of hard work/celebrations of successes with administrators will continue to occur.

Ongoing professional development/PLC's/ time for collaboration with administrators and district reading and math coaches.

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

Mentoring of 1st and 2nd year teachers and teachers new to a grade level will be paired with teachers who have demonstrated highly effective best practices. Pairings are based off of a match between the mentee's needs and the mentor's strengths.

Time will be provided for the mentor to meet and plan with the mentee. Scheduling considerations will be given and time for "fish bowl" activities will be provided for both the mentee and mentor.

It is expected that they will meet weekly to mentor and they will participate in the monthly new teacher meetings.

Our first year 5th grade teachers will be paired with Lisa Kinney. Lisa Kinney is a veteran teacher and has had successful mentorships.

Both EBD teachers will be mentored by Marcy Bennett. Marcy is a veteran teacher with proven track record. Charissa Chandler, a dynamic teacher with proven student success is our lead mentor and she is mentoring our new 2nd grade teachers.

Amanda Berglund is the mentor for our new first grade teachers.

We paired teachers with a mentor based on the mentors strengths and the etaachers needs.

## **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***

Teachers will plan with the math and reading coaches on a weekly basis. They will plan using the Florida standards and will create learning progression scales to be used to guide and monitor students' learning.

Teachers participate in weekly collaborative planning sessions facilitated by instructional coaches. Modules and curriculum guides are used for deeper content knowledge and understanding of the Florida Standards. This includes:

- Unpacking the Florida Standards
- Creating progression scales
- Planning effective lessons that match the standards

In addition, administrators monitor lesson plans for evidence of effective planning sessions and follow up with walkthroughs and feedback.

#### **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***

The MTSS team meets weekly to review ongoing progress monitoring data. Additionally, teams meet weekly in PLC's to review student data. Students need are identified and teachers meet with students to work on their identified area of need. This is done through small group instruction and through one on one meetings with students. Teachers provide feedback on students progress. Students utilize data folders to track their progress. Data is used to determine which students attend extended learning programs.

The assessment data is used to determine Tier II and Tier II academic interventions. The in the classroom, the teachers use state assessments, including FAIR, district common assessments, including running records to differentiated instruction to meet the individual needs of students.

***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:** After School Program

**Minutes added to school year:** 6,240

***Strategy Purpose(s)***

- Core Academic Instruction

***Strategy Description***

Our Title I hourly teachers will work with selected students from 3:05 until 4:05 everyday Monday through Friday. They will focus on math and reading based off of student needs. The researched based strategies will include ST math, guided reading, and skill specific groups based off of needs. This is offered for our retained students, and our Level 1 and 2 students. Additionally, teachers will work with level 4 and 5 students on enrichment activities. The students will work on a STEM project based off of their interest and their reading level

***Strategy Rationale***

The rationale is that our students attending after school program need additional focus in a small group setting on core skills that data has show they are deficient in.

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

Clifton, Nicole, [cliftonn@pcsb.org](mailto:cliftonn@pcsb.org)

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

Use of student rubrics  
ST Data  
Running Records

**Strategy type:** Extended School Day

**Minutes added to school year:** 10,800

***Strategy Purpose(s)***

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***Strategy Description***

Additional hour of reading instruction school wide. As an L300 school Sandy Lane will implement the district plan for the additional hour of reading intervention for all students. Based on assessment data students will receive the support in reading.

***Strategy Rationale***

Building the capacity of the classroom teacher to differentiate instruction based on data is the most effective and efficient way to accomplish improved student achievement. Increasing student instructional time will increase achievement.

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

Clifton, Nicole, cliftonn@pcsb.org

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

Running records, FAIR and additional grade level assessments will be monitored and analyzed to identify progress being made. We use the data also as ongoing progress monitoring. Additionally, each team is creating weekly core progress monitoring assessments to monitor the success rate for each student and using that data to guide instruction.

**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***

An orientation is held in the spring to inform the parents of upcoming Kindergarten students. Resources include meeting the kindergarten teachers, discussing the kindergarten schedule, expectations, and transitions. Parents can visit the classrooms and register their students. 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.** Student achievement will increase in all content areas, meeting the AMO targets, as measured by common assessments, FAIR, and the Florida Standards Assessments, when students are engaged in rigorous tasks and assignments aligned with grade level and content area Standards.
- G2.** We will increase the amount of class learning time by decreasing the percentage of out of school suspensions by 10%.
- G3.** Reduce the student achievement gap by increasing the number of students performing on or above grade level in the following subgroups, Black subgroup from 22% to 54%% and the Hispanic subgroup from 25% to 53%as measured by the Florida Standards Assessments in reading.
- G4.** Decrease, by 10%, the amount of lost learning time due to student absences; decreasing from 35% to 25%.

### Goals Detail

**G1.** Student achievement will increase in all content areas, meeting the AMO targets, as measured by common assessments, FAIR, and the Florida Standards Assessments, when students are engaged in rigorous tasks and assignments aligned with grade level and content area Standards.

**Targets Supported**

Indicator	Annual Target
AMO Targets Reading - All Students	55.0
AMO Targets Math - All Students	48.0
FCAT 2.0 Science % Proficient	55.0

**Resources Available to Support the Goal**

- On site professional development (schedule that supports coaching and allows time for grade level PLC's.)
- Full time reading coach.
- Dedicated, teachers who believe in ongoing professional development to improve instructional practices.
- Title I funded personnel
- 

**Targeted Barriers to Achieving the Goal**

- Teachers effectively adjusting instruction to meet the needs of all students.
- Teachers in-depth knowledge and understanding of the grade level and content area standards.
- Effective use of data to guide instruction.

<i><b>Plan to Monitor Progress Toward the Goal</b></i>	
Ongoing progress monitoring. Weekly Core monitoring Running Records Formative assessments Journal reviews	
<b><i>Person Responsible</i></b>	Nicole Clifton
<b><i>Schedule</i></b>	
<b><i>Evidence of Completion</i></b>	Progress monitoring data. Minutes from MTSS and PLC's

**G2.** We will increase the amount of class learning time by decreasing the percentage of out of school suspensions by 10%.

**Targets Supported**

Indicator	Annual Target
Discipline incidents	12.0
Students with one or more suspensions (in or out of school) - total	10.0

**Resources Available to Support the Goal**

- Behavior Specialist;
- Student Services team; Full time social worker, guidance counselor, and MTSS coach
- PBS; CHAMPS; School Store, Foundations
- Second Step
- School Wide Behavior Plan

**Targeted Barriers to Achieving the Goal**

- Staff being inconsistent with implementation of the school wide behavior plan

Plan to Monitor Progress Toward the Goal	
Suspension Data Referral Data Student journal's for second step	
<b>Person Responsible</b>	Nicole Clifton
<b>Schedule</b>	
<b>Evidence of Completion</b>	Reduction in out of school suspensions.

**G3.** Reduce the student achievement gap by increasing the number of students performing on or above grade level in the following subgroups, Black subgroup from 22% to 54%% and the Hispanic subgroup from 25% to 53%as measured by the Florida Standards Assessments in reading.

**Targets Supported**

Indicator	Annual Target
AMO Targets Reading - African American	54.0
AMO Targets Reading - Hispanic	53.0

**Resources Available to Support the Goal**

- Extended Learning; Promise Time; Saturday School; Stroll to Success
- Girlfriends, 5000 Role Models, and STEP
- Teachers/ Title I teachers/

**Targeted Barriers to Achieving the Goal**

- Teacher talk outweighing student talk

<i>Plan to Monitor Progress Toward the Goal</i>	
Ongoing progress monitoring Running Record DAZE formative assessments  Individual student data folders charting progress Student rubrics and self assessment	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Data Results Student data

**G4.** Decrease, by 10%, the amount of lost learning time due to student absences; decreasing from 35% to 25%.

**Targets Supported**

Indicator	Annual Target
Students with attendance below 90 percent (total)	

**Resources Available to Support the Goal**

- Partnership with Clothes to Kids
- Community Liaison will work with families and children to address their basic needs and will identify any barriers that are presenting

**Targeted Barriers to Achieving the Goal**

- Teachers accurately reporting absences in a timely manner.
- Basic needs met for students to attend school

<i>Plan to Monitor Progress Toward the Goal</i>	
Monitor the number of absences and track if students are missing less than 10% of learning time.	
<b>Person Responsible</b>	Nicole Clifton
<b>Schedule</b>	
<b>Evidence of Completion</b>	Graphs of absences; Minutes from meetings

## Action Plan for Improvement of SIG-Targeted Schools

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Student achievement will increase in all content areas, meeting the AMO targets, as measured by common assessments, FAIR, and the Florida Standards Assessments, when students are engaged in rigorous tasks and assignments aligned with grade level and content area Standards.

**G1.B1** Teachers effectively adjusting instruction to meet the needs of all students.

**G1.B1.S1** Implement the "shark reading frenzy" daily from 8:55-9:55 daily.

### Strategy Rationale

Additional focus on reading instruction, specific to the needs of the students will increase achievement.

<i><b>Action Step 1</b></i>	
Provide professional development on the L300 plan	
<i><b>Person Responsible</b></i>	Tiffany Madison
<i><b>Schedule</b></i>	
<i><b>Evidence of Completion</b></i>	Sign in sheets Presentation materials

<i><b>Action Step 2</b></i>	
Create push in schedule for this reading hour.	
<i><b>Person Responsible</b></i>	Nicole Clifton
<i><b>Schedule</b></i>	On 08/18/2014
<i><b>Evidence of Completion</b></i>	Lesson Plans Student grouping

<i><b>Plan to Monitor Fidelity of Implementation of G1.B1.S1</b></i>	
Walkthroughs during frenzy	
Lesson Plans with Shark Frenzy	
Classroom observation ( strategies posted)	
LLI materials being utilized.	
Istation results	
<i><b>Person Responsible</b></i>	Nicole Clifton
<i><b>Schedule</b></i>	
<i><b>Evidence of Completion</b></i>	Walkthrough feedback Student work in folders Lesson plans

<b>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</b>	
Student increase in running records as measured by ongoing progress monitoring utilizing running records.	
<b>Person Responsible</b>	Nicole Clifton
<b>Schedule</b>	
<b>Evidence of Completion</b>	Completed running record score sheets. Student data in planning rooms

## **G1.B2 Teachers in-depth knowledge and understanding of the grade level and content area standards.**

**G1.B2.S1** Teachers will create learning progression scales for each cycle of work in literacy and math and implement their use with students. They will implement the success criteria for science.

### **Strategy Rationale**

Marzano's research shows that this is an effective practice to increase student achievement.

<b>Action Step 1</b>	
Create Learning Progression scales after unpacking the standards.	
<b>Person Responsible</b>	Nicole Clifton
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	Completed Lesson plans/ Completed learning progression scales written, posted in the classroom and in use.

<b>Plan to Monitor Fidelity of Implementation of G1.B2.S1</b>	
Regular reviews of current classroom status of learning scale implementation and journaling evidence of science. Review of student work and their status in relation to the scales. Student journal review for science as criteria is written in.	
<b>Person Responsible</b>	Nicole Clifton
<b>Schedule</b>	
<b>Evidence of Completion</b>	Minutes from MTSS Journals/ Student work Walkthrough data

<b>Plan to Monitor Effectiveness of Implementation of G1.B2.S1</b>	
Ongoing progress monitoring of student work. (End of unit work and scores for each child on the progression scale.)	
<b>Person Responsible</b>	Marcy Bennett
<b>Schedule</b>	
<b>Evidence of Completion</b>	Completed scores for each student. Completed end product for each student. Minutes from PLC's and MTSS meeting regarding Progression Scales.  Did students meet the expectation?

**G1.B2.S2** Third through 5th grade teachers will implement the lab lessons and will follow the lab schedule with fidelity. Success with Science Technology will be used as a part of the science lab.

**Strategy Rationale**

<b>Action Step 1</b>	
Lab scheduled will be created and communicated to the teachers. Lead science teacher will set up lab activities and provide feedback after first lessons.	
<b>Person Responsible</b>	Marcy Bennett
<b>Schedule</b>	
<b>Evidence of Completion</b>	Completed master schedule with lab times.

<b>Action Step 2</b>	
Side by Side coaching in the Science lab for teachers.	
<b>Person Responsible</b>	Marcy Bennett
<b>Schedule</b>	
<b>Evidence of Completion</b>	Coaching cycle notes and lesson plan evidence of support.

<b>Plan to Monitor Fidelity of Implementation of G1.B2.S2</b>	
Weekly Walkthroughs during Lab Lessons Lesson Plans Student Work	
<b>Person Responsible</b>	Marcy Bennett
<b>Schedule</b>	
<b>Evidence of Completion</b>	Evidence of use of lab Student work Lesson Plans Walkthrough Observations Co-teaching with Science Lead Teacher (Marcy Bennett)



<b>Plan to Monitor Effectiveness of Implementation of G1.B2.S2</b>	
Student data (Pre and Post Test)	
<b>Person Responsible</b>	Marcy Bennett
<b>Schedule</b>	
<b>Evidence of Completion</b>	Student data (Pre-Post Test data)

**G1.B3** Effective use of data to guide instruction.

**G1.B3.S1** Teachers will use formative assessments, ongoing progress monitoring, and district assessments to guide instruction and to make adjustments to instruction as needed.

**Strategy Rationale**

<b>Action Step 1</b>	
MTSS team will review data on a weekly basis and then the team leaders will work with their PLC's to review data weekly as well.	
<b>Person Responsible</b>	Nicole Clifton
<b>Schedule</b>	
<b>Evidence of Completion</b>	MTSS notes, OPM data, formative assessment data, learning scales data

<b>Plan to Monitor Fidelity of Implementation of G1.B3.S1</b>	
Review of PLC notes and walkthroughs in classrooms to ensure small group instruction is differentiated	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	lesson plans, plc notes, walkthrough data

<b>Plan to Monitor Effectiveness of Implementation of G1.B3.S1</b>	
Use of data protocols and support for PLC's to ensure accurate interpretation of data.	
<b>Person Responsible</b>	Nicole Clifton
<b>Schedule</b>	
<b>Evidence of Completion</b>	PLC notes and student work from small group.

**G2.** We will increase the amount of class learning time by decreasing the percentage of out of school suspensions by 10%.

**G2.B1** Staff being inconsistent with implementation of the school wide behavior plan

**G2.B1.S1** Second Step implemented daily with class meetings with positive behavior support strategies.

**Strategy Rationale**

Students need to be taught appropriate skills to deal with daily life challenges.

<b>Action Step 1</b>	
Implement class meetings and second step instruction daily.	
<b>Person Responsible</b>	Melanie Dedert
<b>Schedule</b>	
<b>Evidence of Completion</b>	Lesson Plans Second Step charts Student folders

<b>Action Step 2</b>	
Implement PBS and CHAMPS strategies.	
<b>Person Responsible</b>	Nicole Clifton
<b>Schedule</b>	
<b>Evidence of Completion</b>	CHAMPS evident Use of schoolwide PBS.

<b>Plan to Monitor Fidelity of Implementation of G2.B1.S1</b>	
Is a learning goal posted for second step? Is the teacher implementing during the given time? Are all the components of second step implemented?	
<b>Person Responsible</b>	Melanie Dedert
<b>Schedule</b>	
<b>Evidence of Completion</b>	Walkthrough forms (CHAMPS engagement form) Second Step checklist

<b>Plan to Monitor Effectiveness of Implementation of G2.B1.S1</b>	
The behavior coach, the principal and assistant principal will collect data utilizing the second step checklist. The principal and assistant principal will compile a percentage of the number teachers that consistently implement second step and class meetings.	
<b>Person Responsible</b>	Melanie Dedert
<b>Schedule</b>	
<b>Evidence of Completion</b>	Minutes from meeting Data from checklist and implementation percentage Feedback from teachers.

**G2.B1.S2 Implement AVID****Strategy Rationale**

AVID Elementary is designed to support students to help them gain the skills necessary to be successful in high school and college.

<b>Action Step 1</b>	
Teachers will implement our AVID Elementary action plan for all grades K-5.	
<b>Person Responsible</b>	Marcy Bennett
<b>Schedule</b>	Daily, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	Binder checks; student rubrics; evidence of student use of the AVID binders. Note taking evidence from intermediate classrooms.

<b>Plan to Monitor Fidelity of Implementation of G2.B1.S2</b>	
Walkthroughs will be conducted.	
<b>Person Responsible</b>	Melanie Dedert
<b>Schedule</b>	
<b>Evidence of Completion</b>	

<b>Plan to Monitor Effectiveness of Implementation of G2.B1.S2</b>	
Assess the number of students implementing the AVID strategies.	
<b>Person Responsible</b>	Melanie Dedert
<b>Schedule</b>	
<b>Evidence of Completion</b>	Teacher lesson plans. Number of students participating in AVID strategies.

**G3.** Reduce the student achievement gap by increasing the number of students performing on or above grade level in the following subgroups, Black subgroup from 22% to 54%% and the Hispanic subgroup from 25% to 53%as measured by the Florida Standards Assessments in reading.

**G3.B2** Teacher talk outweighing student talk

**G3.B2.S1** Teachers will actively engage students in learning. Teachers will implement best instructional practices as indicated in the Marzano learning map. Teachers will maintaining a high level of rigor and will address multiple learning styles. Teachers will ensure that student talk outweighs teacher talk by utilizing talk moves; turn and talks; and having prepared higher order questions. Teachers will employ high level questioning and thinking strategies. Students will collaborate and engage in meaningful, productive classroom discussion centered on worthwhile content daily.

**Strategy Rationale**

Marzano research indicates that students need to be actively engaged in learning in order to increase their learning. Teachers will utilize the Marzano strategies that they are appraised on in order to successfully implement this strategy.

<b>Action Step 1</b>	
Create a professional development calendar based needs assessment, data, and district initiatives.	
<b>Person Responsible</b>	Nicole Clifton
<b>Schedule</b>	
<b>Evidence of Completion</b>	P.D. Calendar MTSS notes

<b>Action Step 2</b>	
Teachers will implement effective classroom practices as identified in the Art and Science of Teaching Framework identified by Marzano	
<b>Person Responsible</b>	Melanie Dedert
<b>Schedule</b>	
<b>Evidence of Completion</b>	walkthrough data, lesson plans, evidence of use of high effect size strategies (ie. student work )

<b>Plan to Monitor Fidelity of Implementation of G3.B2.S1</b>	
Walkthrough Feedback utilizing I-observation Look fors: Who is doing most of the talking? Are students engaged in high levels of thinking? Are high effect size strategies in place and used effectively? What type of questions are being asked? Are students' passive learning.	
<b>Person Responsible</b>	Nicole Clifton
<b>Schedule</b>	
<b>Evidence of Completion</b>	Walk through notes Lesson Plans

<b>Plan to Monitor Effectiveness of Implementation of G3.B2.S1</b>	
Percentage of classrooms implementing Marzano strategies at a developing rating or above on a regular basis. Walkthrough data on percent of time higher level questions are being asked.  Student engagement data- focusing on passive vs active	
<b>Person Responsible</b>	Nicole Clifton
<b>Schedule</b>	
<b>Evidence of Completion</b>	Data Results.

**G4.** Decrease, by 10%, the amount of lost learning time due to student absences; decreasing from 35% to 25%.

**G4.B1** Teachers accurately reporting absences in a timely manner.

**G4.B1.S1** Process for absences implemented with fidelity.

**Strategy Rationale**

need accurate attendance

<b>Action Step 1</b>	
Will complete attendance daily by 9:30	
Will call parents when students are absent two days in a row or when they have reached 3 absences in a month.	
Will follow the process for reporting absences to the social worker.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Attendance in Focus Parent contact in Focus Emails to social worker

<b>Plan to Monitor Fidelity of Implementation of G4.B1.S1</b>	
Will track attendance in focus and compare to teachers' emails and follow up phone calls as evidenced in Focus parent communication section.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Meeting minutes

<b>Plan to Monitor Effectiveness of Implementation of G4.B1.S1</b>	
Review if process is being followed, amount of time it is taken to do using current process.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Minutes

**G4.B1.S2** Child Study Team monitors processes for taking attendance, following up with absences, and monitors student absences.

**Strategy Rationale**

Need to stay on top of attendance before students miss too much time.

<b>Action Step 1</b>	
Meet weekly to review absences Review parent contact logs made by teachers Review emails/alerts from teachers Provide professional development on process for taking attendance, reporting absences, calling parents, and reporting absent concerns.	
<b>Person Responsible</b>	Nicole Clifton
<b>Schedule</b>	
<b>Evidence of Completion</b>	Minutes from CST

<b>Plan to Monitor Fidelity of Implementation of G4.B1.S2</b>	
Track absence data Follow up with teachers regarding reporting procedures Follow up with parents and students regarding absences Follow procedures for notifying parents regarding absence concerns Plan for CST meetings, keep accurate data and notes of	
<b>Person Responsible</b>	Nicole Clifton
<b>Schedule</b>	
<b>Evidence of Completion</b>	Minutes from CST meeting Absence data Notes from meeting with teachers

<b>Plan to Monitor Effectiveness of Implementation of G4.B1.S2</b>	
Number of teachers taking attendance by 9:30 each day. Number of teachers following the reporting processes for follow up on student absences. CST follow up; are students' absences decreasing as a result of follow through from CST?	
<b>Person Responsible</b>	Melanie Dedert
<b>Schedule</b>	
<b>Evidence of Completion</b>	Minutes from meetings. Decrease in attendance

**G4.B3 Basic needs met for students to attend school**

**G4.B3.S1 Provide a Title I Family Resource center**

**Strategy Rationale**

<b>Action Step 1</b>	
Pam will run the family resource center. She will ensure that parents have access to needed information and will be welcomed into the school. Pam will meet with families to address their needs and to help identify any barriers to students attending school.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Family Resource Center Sign in to Family Resource Center

<b>Action Step 2</b>	
Pam will be our contact with Clothes to Kids. She will follow the process for identifying students who need to services of Clothes to Kids.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Number of students receiving services from Clothes to Kids.  Increase in staff awareness of what Clothes to Kids is.

<b>Plan to Monitor Fidelity of Implementation of G4.B3.S1</b>	
Monitor that the Title I family resource center and the partnership with CTK are being implemented.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Minutes from meetings with CTK employees. Title I family resource log.

<b>Plan to Monitor Effectiveness of Implementation of G4.B3.S1</b>	
Number of students access CTK Number of families utilizing Title I family Resource Center	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Reports of access of both the resource center and CTK Increased attendance.



## 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