



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2014-2015 SCHOOL IMPROVEMENT PLAN [ DRAFT ]

---

---

Tarpon Springs Elementary School

555 PINE ST

Tarpon Springs, FL 34689

727-943-5500

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

---

## **SIP Authority and Template**

---

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

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

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

## Current School Status

### Supportive Environment

#### School Mission and Vision

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

To promote highest student achievement in a safe learning environment.

##### 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

Tarpon Springs Elementary is a Title I school, which means funding is providing for parent workshops, materials and parent education. Through the annual meetings, as well as parent events and workshops held throughout the year hosted by Title I, the school works to establish strong home-school connections and works in cooperation with families to meet the needs of the students. Parent contacts are made and conferences frequently held to assure that parents are aware of their child's progress and understand how their role in their child's educational process. The school hosts a Multicultural club that meets monthly including students and staff. Parent conferences are held with each family annually.

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

The school maintains security throughout the day with a locked campus and has a comprehensive crisis plan, establishing processes and protocols for a multitude of potential events. The school's crisis team includes members with CPI level 2 certification, and individuals are trained and prepared for their roles in case of emergency. Common area rules and expectations create a safe and civil campus, along with the school wide and classroom behavior plans in place. Staff supervising students 30 minutes before and after school to ensure safe arrival and dismissal processes.

##### 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

TSES has established an overarching rule for all students:

"Follow adult directions the first time"

To ensure success if following this rule, guidelines for success are followed:

T=Take responsibility

S=Show respect

E=Engage in Learning

S=Show Self Control

A school wide system, "Caught Red Handed", provides for positive behavior supports across campus. Additionally, CHAMPS strategies are employed to maintain a safe and civil campus in classrooms and in common areas. Rules and expectations are posted, taught through examples and non-examples, reinforced and monitored. All classrooms maintain individual behavior plans that include rules, rewards and consequences. School staff have the authority and responsibility to maintain

discipline in the classroom consistent with school board policy. Fair policies are established, communicated and consistently reinforced. Appropriate professional development is provided to staff to ensure that all are increasing skill, knowledge and ability in meeting the school's objectives.

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

The School Based Leadership Team meets twice monthly to review both academic and behavioral data collected. Data is analyzed to determine needs and action is taken by the team as deemed necessary to ensure the needs of students are being met. The guidance counselor offers lessons appropriate for elementary aged students in the classroom, and facilitates an anti-bullying program for the school to educate students and staff on strategies to eliminate bullying on campus. The guidance counselor also provides resources and support to students, staff and families regarding resources and on topics such as trauma-informed care. Staff are active in communicating with families through PTA, SAC and through frequent parent contacts and conferences.

The social worker facilitates a "Check and Connect" program which involves staff mentoring students.

**Early Warning Systems**

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

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

**Attendance:** The school maintains and communicates an attendance policy that follows school board policy. Regular attendance is expected of all students. The school's Child Study Team meets biweekly and monitors student attendance to assure that students are attending school regularly on time. The school's social worker, data management technician and assistant principal maintain frequent contact by phone, in writing or in person with families of students who are struggling with attendance and punctuality.

**Suspensions:** The school maintains a school wide discipline plan that does include the possibility of suspension, as per school board policy, as a consequence for misconduct. Close communication is maintained with parents of suspended students to assure that all rules and expectations are clearly defined, and that school and home are working together to modify any behaviors or situations as necessary to assure that the student will be able safely resume attendance when the suspension has ended.

**Level 1 FCAT:** Students who have performed at level 1 on FCAT are discussed by the SBLT. Scores are analyzed and a response to intervention approach is used to determine student need, implement an appropriate intervention, and monitor the progress to ensure academic growth. Close communication with families is maintained to build the home-school connection.

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade	Students
Attendance below 90 percent	K	20
Attendance below 90 percent	1	11
Attendance below 90 percent	2	13
Attendance below 90 percent	3	7
Attendance below 90 percent	4	11
Attendance below 90 percent	5	6
	<b>Total</b>	<b>68</b>
One or more suspensions	2	1
One or more suspensions	4	1
One or more suspensions	5	2
	<b>Total</b>	<b>4</b>
Course failure in ELA or Math	4	2
Course failure in ELA or Math	5	7
	<b>Total</b>	<b>9</b>
Level 1 on statewide assessment	4	25
Level 1 on statewide assessment	5	31
	<b>Total</b>	<b>56</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	2	2
Students exhibiting two or more indicators	4	3
Students exhibiting two or more indicators	5	7
	<b>Total</b>	<b>12</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: The SBLT monitors academic and behavioral data to ensure that interventions are provided to students who are not performing at expectations.

Title I resources: The school employs an MTSS coach as well as a curriculum specialist using school based Title I funds to deliver professional development and support to teachers on interventions and high impact researched based instructional strategies.

The Child Study Team: The CST meets weekly to monitor student attendance and take action when students are not meeting expectations.

MTSS Problem Solving Process:

SBLT: reviews school wide data (Common Assessments, FCAT, SAT 10, Running Records) to identify patterns and/or trends and manages all strategies and actions for SIP goal #4. Communicates with grade level teams to develop strategies for under-performing areas as evidenced by the data. Data is disaggregated by subgroups (race, ethnicity, SWD, ED) to determine if specific strategies need to be developed for those groups. Professional Development is provided to the staff on the MTSS process should they have a behavioral or academic concern regarding a student. A flow charted process is

provided to all to assure each step is carefully undertaken by appropriate personnel to assure interventions are in place and monitored for every student identified in need. SBLT works closely in collaboration with CST.

CST: reviews processes for individual students in or recommended for tier 2 or tier 3 processes, as well as attendance data. Processes for problem solving are closely followed and case managed by assigned team members. CST members communicate with teachers to assure fidelity to the implementation and monitoring of interventions. Teachers maintain communication logs in FOCUS to assure parents/families are fully aware and involved in the process. Students with one or more Early Warning Signs are included on the agenda for CST.

## Family and Community Involvement

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

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

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

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

No

#### **PIP Link**

No PIP plan available

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

#### **Description**

The school provides families with a handbook that explains school policies, including attendance, homework, uniforms and discipline. Parents are invited through the school newsletter, the marquee and school messenger messages to become involved in their child's educational process. A parent welcome room is stationed in the office so that families coming in have resources and information available to them, including the parent involvement plan, the School Improvement Plan and the School Public Accountability Report. Teachers hold conferences and contact parents frequently to ensure that families are aware of expectations and their child's progress.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school's Family and Community Liaison fosters relationships with the community, which leads to donations of school supplies, mentors for students and financial donations and supports. The principal maintains relationships with community leaders and regularly communicates the needs of the school.

## 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
Steullet, Art	Principal	steulleta@pcsb.org
Saccasyn, Thea	Assistant Principal	saccasynt@pcsb.org
Pollick, Erica	Instructional Coach	pollicke@pcsb.org
Harper, Tania	Instructional Coach	harpert@pcsb.org
Hipp, Juli	Instructional Technology	hippj@pcsb.org
Solowey, Joanne	Guidance Counselor	soloweyj@pcsb.org

## Duties

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

School Based Leadership Team

All team members participate in analyzing data, determining students' needs, managing RTI processes, determining professional development needs for staff and effectively deploying the SIP.

Principal: coordinates team and resources; oversees deployment of SIP

Assistant Principal: assists principal to coordinate team and resources

Curriculum Specialist: assists in decision making regarding curriculum services for students

MTSS Coach: assists team in accessing and interpreting (aggregating/disaggregating) data

Guidance Counselor: prepares agenda, facilitates meeting, maintains minutes to meeting and distributes

Instructional Coaches: assist team in accessing and interpreting (aggregating/disaggregating) the data, and determining professional development needs

Technology Specialist: manages technology necessary to manage and display data

Additional participants: participate in problem solving process to support SIP, conduct assessments, manage documentation (RTI processes, PSWs, assessment for special education services).

School Psychologist

School Social Worker

Compliance Educational Diagnostician

### ***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***

School Based Leadership Team: Will review and analyze all Tier 1 school wide data using available school, district and state assessments.. The team will also compile a database of students in the Tier 2 and Tier 3 levels of support. The following assessments are used key times in the year: Baseline data - FCAT 2.0, FAIR-CC, Math & Science common assessments; Midyear - FAIR-CC, Diagnostic Assessments, Math & Science common assessments; Behavior database includes office/classroom referrals, which will be utilized as ongoing progress monitoring to measure the effectiveness of Tier 2 behavior interventions.

End of year - FAIR-CC, FCAT 2.0, Math & Science common assessments; Frequency of Ongoing Progress Monitoring - every 2 weeks

Tier 1

FAIR-CC Florida Assessment for Instruction in Reading, Common Core (FAIR-CC) is used a screening tool for reading across grade levels. District Common Assessments will be utilized for screening for math, science, and writing.

Additionally, discipline referrals will be used for screening for behavior concerns at Tier 1.

Core instruction includes team planning, data chats on a weekly basis using FAIR-CC, EDS, Common Assessment data and item analysis, Literacy and RtI Coach are utilized for classroom support systems and planning. Guidance counselor is also utilized to provide support in the classroom.

#### 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 II

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

#### Title III

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

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

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

#### Nutrition Programs

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

#### Head Start

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

### **School Advisory Council (SAC)**

#### **Membership**

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



Name	Stakeholder Group
Tina Chagris	Parent
Art Steullett	Principal
Matthew Greer	Business/Community
Taurean Mathis	Parent
Derek DeCan	Parent
Kim Lorello	Parent
Darlene Johnson	Education Support Employee
Melody Day	Education Support Employee
Nancy Gorby	Business/Community
Chris Rondeau	Teacher
Alvin Quinones	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***

The School Advisory Council works collaboratively to review the school improvement plan to assist in monitoring effectiveness and making plans for improvements.

***Development of this school improvement plan***

The role of the School Advisory Council is to work collaboratively towards improving social, educational and communication efforts between home, school and the community in an effort to increase student achievement. Our SAC previews our SIP, provides input and approves it on an annual basis.

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

The School Advisory Council works collaboratively towards improving social, educational and communication efforts between home, school and the community in an effort to increase student achievement. Our SAC previews available data, considers needs assessments conducted and assists school staff in creating an appropriate budget that most effectively meets the needs of the students and school.

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

SIP funds were used to provide professional development opportunities for teachers, human resource support for student learning and extra curricular academics for students.

MTSS coach - \$50,000

7 Hourly Teachers - \$126,000

1 Paraprofessional - \$16,000

1 part time community involvement liaison - \$4,000

STEM \$1,000

***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
Saccasyn, Thea	Assistant Principal	saccasynt@pcsb.org
Pollick, Erica	Instructional Coach	pollicke@pcsb.org
Harper, Tania	Instructional Coach	harpert@pcsb.org
Hipp, Juli	Instructional Technology	hippj@pcsb.org
Saaf, Jillian	Teacher, ESE	saafj@pcsb.org
Steullet, Art	Principal	steulleta@pcsb.org
Barwick, Dharvette	Instructional Coach	barwickd@pcsb.org

**Duties**

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

- The LLT collaborates to assure that appropriate literacy instruction is occurring daily. This includes
  - \*maintaining a master schedule that has a protected 90 minute literacy block of instruction; provides for additional literacy minutes daily to support all standards, provides for a grade level collaborative planning block for teachers.
  - \*assuring for the delivery of professional development to staff focused on the Florida Standards and Webb's Depth of Knowledge
  - \*interfacing with the SBLT to assure that all students are assessed and progressed monitored for continuous instructional improvement.
  - \*instructional support to all staff by school-wide coaches and curriculum specialist

**Public and Collaborative Teaching**

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

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

The school operates on a master block scheduling to provide a mutual daily collaborative planning time for grade level teams. Additionally, meetings are held to a minimum so that staff has additional time before and after school for planning. Instructional coaches work with all staff to provide support, deliver professional development and assure that appropriate, rigorous instruction occurs in every classroom every day.

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

The school administration actively recruits and hires highly qualified staff who possess the unique qualities that meet the needs of our diverse population. Applicants are found through collegial recommendations, through Winocular and through the job fair process. Professional development is differentiated and delivered through varied modalities to assure that each individual is supported as needed. Staff are regularly recognized for accomplishments, effective instructional strategies are identified, shared and reinforced through feedback from coaches and

administrators.

Administrators and Instructional coaches work with teachers to continuously improve practice and increase teacher efficacy.

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

The school has two district trained teacher mentors, each assigned to new teachers and/or new to grade level teachers. Mentors serve as a resource to mentees; provide feedback on instructional strategies; assist in assessing student work and achievement; make connections between mentees and instructional coaches, as necessary.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

The school assures delivery of the Florida Standards through  
 the work of the SBLT, including progress monitoring of tier 2 & 3 instruction  
 administrative walkthroughs with feedback  
 collaborative discussions in PLCs  
 the support of instructional coaches  
 submission of electronic lesson plans that reflect planning for the teaching of the standards  
 analysis of assessment data by all stakeholder groups

#### **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***

Multiple sources of data are available for analysis of student achievement. Data are used in the following ways:

Teachers meet in professional learning communities weekly to discuss student data by grade level. Instruction is modified based on student progress. Examples may include varied small group content or varied individual assignments - guided reading, making sense of phonics, ST Math assignments. The SBLT meets bimonthly to analyze data collected for students in the tier 2 and tier 3 process. Resources are deployed as determined by the team to assure that each student receives appropriate instruction. Hourly teachers, ESE resource, ESOL teachers may be assigned to support students and classrooms based on assessment data.

Coaches and administrators review data and assure that human resources are most effectively allocated based on student data and need.

The school day is extended by an hour through the Promise Time program to provide additional instruction in literacy and math to supplement daily instruction and increase achievement.

##### ***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:** 8,160

***Strategy Purpose(s)***

- Enrichment

***Strategy Description***

Provide supplemental academic support in the areas of reading, math, or science. Students eligible for the Extended Learning Program will be selected through current FCAT and FAIR data, as well as teacher recommendations based on classroom performance.

***Strategy Rationale***

Research supports extending the school day to increase student achievement. More time engaged in learning equates to increased achievement.

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

Saccasyn, Thea, saccasynt@pcsb.org

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

Students will be progress monitored weekly through provided assessments, including the IReady program.

**Strategy type:** Extended School Day

**Minutes added to school year:**

***Strategy Purpose(s)***

""

***Strategy Description***

***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***

**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 held an orientation for incoming students and their parents prior to the conclusion of the 2013-2014 school year. Readiness skills were emphasized and good choices for academic and social characteristics were presented. Materials were available, such 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 the number of students making learning gains in literacy to 100%, as measured by FSS. The African American subgroup making learning gains will increase to 100%.
- G2.** Increase the number of students making a learning gain in math to 100%, as measured by the FSA. The percentage of African American subgroup making a learning gain will increase to 100%.
- G3.** Increase the number of students meeting and exceeding grade level proficiency in Science to 54%, as measured by the Florida Standards Assessment.
- G4.** Develop effective early warning sign systems: reduce the % of students with 10% or more absences from 25% to 15% (reduce the % of students receiving an in/out of school suspension from 8% to 2%) (increase the % of families attending school events)

### Goals Detail

**G1.** Increase the number of students making learning gains in literacy to 100%, as measured by FSS. The African American subgroup making learning gains will increase to 100%.

**Targets Supported**

Indicator	Annual Target
AMO Targets Reading - All Students	60.0
AMO Targets Reading - African American	49.0

**Resources Available to Support the Goal**

- Florida Standards, researched based supplemental instructional & technology resources, and formative assessments
- Title I Hourly teachers, District Literacy Coach, Gifted Teacher, Learning Specialist, Instructional teachers.
- Site based Leadership Team and RTI coach
- Extended Learning/Promise Time

**Targeted Barriers to Achieving the Goal**

- Lack of of engaging lesson plans representing high levels of complexity
- Lack of teacher knowledge of literacy content needed in order to effectively plan and teach literacy standards.

<i>Plan to Monitor Progress Toward the Goal</i>	
Monitor the effectiveness of student learning based on their performance data and tier levels of support	
<b>Person Responsible</b>	Tania Harper
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	RTI progress monitoring logs, feedback notes from daily walk throughs, PLC minutes, daily lesson plans submitted weekly, formative assessments, FSS alignment

**G2.** Increase the number of students making a learning gain in math to 100%, as measured by the FSA. The percentage of African American subgroup making a learning gain will increase to 100%.

**Targets Supported**

Indicator	Annual Target
AMO Targets Math - All Students	55.0
AMO Targets Math - African American	47.0

**Resources Available to Support the Goal**

- District Content Supervisor and District Math Coach
- Title I Hourly Teachers, Gifted Teacher, Instructional Teachers, and Learning Specialist
- Site Based Leadership Team and Rtl Coach
- Florida Standards, researched based supplemental instructional & technology resources, and formative assessments

**Targeted Barriers to Achieving the Goal**

- Lack of engaging lesson plans representing high levels of complexity
- Lack of teacher knowledge of mathematical content needed in order to effectively plan and teach mathematical standards

<i>Plan to Monitor Progress Toward the Goal</i>	
Monitor the effectiveness of student learning based on their performance data and Tier levels of support	
<b>Person Responsible</b>	Tania Harper
<b>Schedule</b>	
<b>Evidence of Completion</b>	Rtl progress monitoring logs, feedback notes from daily walk throughs, PLC minutes, daily lesson plans submitted weekly, formative assessments, Florida Standards alignment



**G3.** Increase the number of students meeting and exceeding grade level proficiency in Science to 54%, as measured by the Florida Standards Assessment.

**Targets Supported**

Indicator	Annual Target
FCAT 2.0 Science % Proficient	54.0

**Resources Available to Support the Goal**

- District Content Supervisor and District Coach
- Learning Specialist, Title I Hourly teachers
- Pinellas County Science Center
- School science lab, nature trail, and supplemental science materials

**Targeted Barriers to Achieving the Goal**

- Lack of knowledge, skills, and resources, needed to effectively teach the science curriculum

<i>Plan to Monitor Progress Toward the Goal</i>	
Monitor the impact of using nonfiction texts across the curriculum	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	PLC minutes, Daily walk through, rubrics, science journals, district common assessments, daily lesson plans

**G4.** Develop effective early warning sign systems: reduce the % of students with 10% or more absences from 25% to 15% (reduce the % of students receiving an in/out of school suspension from 8% to 2%) (increase the % of families attending school events)

**Targets Supported**

Indicator	Annual Target
Students with attendance below 90 percent (total)	15.0
Students with one or more suspensions (in or out of school) - total	2.0

**Resources Available to Support the Goal**

- Parent involvement survey, SBLT/PLC data chats, tracking attendance, ODR (Office Discipline Referral) review
- Grade level team members, Administration, Content Supervisor, PCS district personnel, Social Worker, School Counselor

**Targeted Barriers to Achieving the Goal**

- High number of students missing 10% or more school days over the year.
- High number of referrals resulting in both in/out of school suspensions.
- Poor attendance at family events held by the school.

<b>Plan to Monitor Progress Toward the Goal</b>	
Early warning signs	
<b>Person Responsible</b>	Joanne Solowey
<b>Schedule</b>	Biweekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Student attendance, ODRs, parent involvement., data chats and walk throughs.

## Action Plan for Improvement of SIG-Targeted Schools

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the number of students making learning gains in literacy to 100%, as measured by FSS. The African American subgroup making learning gains will increase to 100%.

**G1.B1** Lack of of engaging lesson plans representing high levels of complexity

**G1.B1.S1** Literacy coach will work with teachers to plan engaging lessons with high levels of cognitive complexity aligned with the FSS

### Strategy Rationale

Teachers use planbook.com to evidence engaging lessons and alignment to standards.

<b>Action Step 1</b>	
Coaches meet with teachers/team to create engaging lesson plans that align with the FSS	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Walk through field notes and teacher lesson plans reflect creation and implementation of engaging, complex lessons aligned to the standards

<b>Action Step 2</b>	
Teachers use planbook.com to create engaging lessons that align with the FSS	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	

<b>Plan to Monitor Fidelity of Implementation of G1.B1.S1</b>	
Coaches schedules reflect planning time and coaching time with teachers	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Biweekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Classroom walk throughs, field notes, coaches logs evidence creation and implementation of lessons

<b>Plan to Monitor Fidelity of Implementation of G1.B1.S1</b>	
Engaging lesson plans are created in planbook.com and reviewed by administrators	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Lesson plans represented in planbook.com aligned to standards

<b>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</b>	
Coaches logs are submitted to administrators	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Logs are complete and reflect time coaching and planning with teachers

<b>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</b>	
Plans that represent alignment to FSS are completed in planbook.com	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Administrative review indicates compliance by instructional staff

### G1.B1.S2 Use of hourly teachers to provide intervention services

#### Strategy Rationale

<b>Action Step 1</b>	
Hourly teachers will service students based on literacy needs	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Daily, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Lesson plans reflect coordination of services, students needs are assessed, schedules reflect services delivered.

<b>Plan to Monitor Fidelity of Implementation of G1.B1.S2</b>	
Monitor teacher adherence to schedule in meeting with students, OPM student progress	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Daily, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Teachers follow schedule, students make progress as expected

<b>Plan to Monitor Effectiveness of Implementation of G1.B1.S2</b>	
Determine if students are making appropriate growth based on instruction received	
<b>Person Responsible</b>	Tania Harper
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Monitor student OPM data to determine if instruction is effective

**G1.B1.S3** Provide instructional materials as needed to teachers**Strategy Rationale**

<b>Action Step 1</b>	
Assess need and obtain appropriate books and instructional materials	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Semiannually, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Teachers will relate that appropriate materials are available, evident in classrooms

<b>Plan to Monitor Fidelity of Implementation of G1.B1.S3</b>	
Material and book orders are placed and received	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Semiannually, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Materials and books are received and in use in classrooms

<b>Plan to Monitor Effectiveness of Implementation of G1.B1.S3</b>	
Teachers are using materials and books to enhance lessons and increase student achievement	
<b>Person Responsible</b>	Tania Harper
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Materials are evidently in use based on observation and lesson plans, Student achievement data demonstrates growth

**G1.B2** Lack of teacher knowledge of literacy content needed in order to effectively plan and teach literacy standards.

**G1.B2.S1** Common planning time for teachers to unpack the FSS as a team**Strategy Rationale**

<b>Action Step 1</b>	
Incorporate a common planning time to the master schedule	
<b>Person Responsible</b>	Thea Saccasyn
<b>Schedule</b>	Daily, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Working master schedule approved by district

<b>Action Step 2</b>	
Teachers will collaborate to unpack Florida literacy standards during facilitated common planning time to develop lessons and assessments that align to FSS	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Professional development component points, minutes from PLC meetings, lesson plans uploaded to planbook.com, walk through with field note data

<b>Action Step 3</b>	
Teachers will implement lessons that will provide students with rigorous instruction	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Daily, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Feedback from daily walk throughs with field notes, PLC minutes, student journals

<b>Plan to Monitor Fidelity of Implementation of G1.B2.S1</b>	
Teachers collaboratively plan and implement FSS based instruction	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Walk through field notes, PLC notes, daily lesson plans submitted weekly, data from benchmark assessments and student journals

<b>Plan to Monitor Effectiveness of Implementation of G1.B2.S1</b>	
Analyze student performance data (i.e. Benchmark assessments and common assessments) to determine effectiveness of core literacy instruction.	
<b>Person Responsible</b>	Tania Harper
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Student performance data from formative assessments

**G1.B2.S2** Provide side by side coaching opportunities as well as professional development opportunities for instructional teachers

**Strategy Rationale**

<b>Action Step 1</b>	
Coach teachers and conduct model lessons based on literacy practices in FSS	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Biweekly, from 08/15/2014 to 06/02/2015
<b>Evidence of Completion</b>	

<b>Plan to Monitor Fidelity of Implementation of G1.B2.S2</b>	
Monitor implementation of FSS within instructional teachers daily lessons	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Daily, from 08/15/2014 to 06/02/2015
<b>Evidence of Completion</b>	Data assessment at the end of each module for mastery of standards and daily lesson plans weekly

<b>Plan to Monitor Effectiveness of Implementation of G1.B2.S2</b>	
Analyzing data from formative assessments	
<b>Person Responsible</b>	Tania Harper
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Instructional teacher data, student data and school wide data

**G2.** Increase the number of students making a learning gain in math to 100%, as measured by the FSA. The percentage of African American subgroup making a learning gain will increase to 100%.

**G2.B1** Lack of engaging lesson plans representing high levels of complexity

**G2.B1.S1** Coaches work with teachers to plan engaging lessons with high levels of cognitive complexity aligned with the Florida Standards.

**Strategy Rationale**

Teachers use planbook.com to evidence engaging lessons and alignment to standards.

<b>Action Step 1</b>	
coaches meet with teachers/teams to create engaging lesson plans that align with the Florida Standards	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	walkthrough field notes and teacher lesson plans reflect creation and implementation of engaging, complex lessons aligned to the standards.

<b>Action Step 2</b>	
teachers use planbook.com to create engaging lessons that align with the Florida Standards	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	

<b>Plan to Monitor Fidelity of Implementation of G2.B1.S1</b>	
coaches schedules reflect planning and coaching time with teachers	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Biweekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	classroom walkthrough field notes and coaches logs evidence creation and implementation of lessons

<b>Plan to Monitor Fidelity of Implementation of G2.B1.S1</b>	
engaging lesson plans are created in planbook.com and reviewed by administrators	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	lesson plans represented in planbook.com aligned to standards.

<b>Plan to Monitor Effectiveness of Implementation of G2.B1.S1</b>	
Coaches logs are submitted to administrators	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Logs are complete and reflect time coaching and planning with teachers.

<b>Plan to Monitor Effectiveness of Implementation of G2.B1.S1</b>	
plans that represent alignment to Florida Standards are completed in planbook.com	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	administrative review indicates compliance by instructional staff

**G2.B2** Lack of teacher knowledge of mathematical content needed in order to effectively plan and teach mathematical standards

**G2.B2.S1** Provide a common planning time for teachers to unpack the Florida Standards as a team.

**Strategy Rationale**

<b>Action Step 1</b>	
Incorporate a common planning time into the master schedule.	
<b>Person Responsible</b>	Thea Saccasyn
<b>Schedule</b>	Daily, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Working master schedule approved by the district.



<b>Action Step 2</b>	
Teachers will collaborate to unpack Florida mathematical standards during facilitated common planning time to develop lessons and assessments that align to CC standards.	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Professional development component points, minutes from Professional Learning Community meetings, lesson plans uploaded to school moodle site, observational walk through data

<b>Action Step 3</b>	
Teachers will implement lessons that will provide students with rigorous instruction.	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Daily, from 08/14/2014 to 06/02/2015
<b>Evidence of Completion</b>	Feedback from daily walk throughs, PLC minutes, student journals

<b>Plan to Monitor Fidelity of Implementation of G2.B2.S1</b>	
Teachers collaboratively planning and implementing standards based instruction.	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Walkthrough field notes, PLC minutes, daily lesson plans submitted weekly, data from benchmark assessments, and student journals

<b>Plan to Monitor Effectiveness of Implementation of G2.B2.S1</b>	
Analyze student performance data (i.e. benchmark assessments, Common Assessments) to determine effectiveness of core mathematical instruction.	
<b>Person Responsible</b>	Tania Harper
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Student performance data from formative assessments

**G2.B2.S2** Provide side by side coaching opportunities as well as professional development opportunities for instructional teachers.

**Strategy Rationale**

<b>Action Step 1</b>	
Coach teachers and conduct model lessons based on mathematical practices in the Florida standards.	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Biweekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Professional Development component points, instructional teachers' feedback, evidence of student data, and minutes from collegial conversations, coaching logs

<b>Plan to Monitor Fidelity of Implementation of G2.B2.S2</b>	
Monitor implementation of content standards within instructional teachers' daily lessons	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Daily, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Data assessment at the end of each module for mastery of standards, daily lesson plans submitted weekly

<b>Plan to Monitor Effectiveness of Implementation of G2.B2.S2</b>	
Analyzing data from formative assessments	
<b>Person Responsible</b>	Tania Harper
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Instructional teacher data, student data, and schoolwide data

**G3.** Increase the number of students meeting and exceeding grade level proficiency in Science to 54%, as measured by the Florida Standards Assessment.

**G3.B1** Lack of knowledge, skills, and resources, needed to effectively teach the science curriculum

**G3.B1.S1** Integrate science through other content areas modifying instructional strategies to include student research, reasoning and problem solving skills.

**Strategy Rationale**

<b>Action Step 1</b>	
Use nonfiction texts and opportunities to journal write during other content areas	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Daily, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Lesson plans, PLC minutes, feedback from walk through

<b>Plan to Monitor Fidelity of Implementation of G3.B1.S1</b>	
Monitor the use of nonfiction texts and student journals throughout content area	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Daily, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Walkthrough field notes

<b>Plan to Monitor Effectiveness of Implementation of G3.B1.S1</b>	
Analyze student performance data on classroom and common assessments	
<b>Person Responsible</b>	Tania Harper
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Student work in journals and performance data on common assessments and lab assessments

**G3.B1.S2** Collaborate with team members and instructional coaches to develop science instruction that allows for science inquiry following the district pacing calendar.

**Strategy Rationale**

<b>Action Step 1</b>	
Provide professional development opportunities to strengthen the knowledge of science curriculum	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Component points, full implementation as observed during walk through

<b>Action Step 2</b>	
Utilize the onsite science lab for instruction	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Daily, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Instructional Teachers observed regularly utilizing science lab with students

<b>Action Step 3</b>	
Implement an after school STEM club	
<b>Person Responsible</b>	Thea Saccasyn
<b>Schedule</b>	Weekly, from 08/14/2014 to 06/02/2015
<b>Evidence of Completion</b>	Student participation and attendance

<b>Plan to Monitor Fidelity of Implementation of G3.B1.S2</b>	
Coaching and administrative walkthroughs to monitor effectiveness and establish next steps and needs	
<b>Person Responsible</b>	Art Steullet
<b>Schedule</b>	Daily, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Teachers implementing science across the curriculum as evident during walk throughs

<b>Plan to Monitor Effectiveness of Implementation of G3.B1.S2</b>	
Analyze student data to determine effectiveness of instruction	
<b>Person Responsible</b>	Tania Harper
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	growth in student data

**G3.B1.S3** Use of the Science lab by grades 3-5 following the provided curriculum

**Strategy Rationale**

<b>Action Step 1</b>	
Grades 3-5 follow lab schedule and conduct classroom lessons according to schedule	
<b>Person Responsible</b>	Erica Pollick
<b>Schedule</b>	Daily, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	

**G4.** Develop effective early warning sign systems: reduce the % of students with 10% or more absences from 25% to 15% (reduce the % of students receiving an in/out of school suspension from 8% to 2%) (increase the % of families attending school events)

**G4.B1** High number of students missing 10% or more school days over the year.

**G4.B1.S1** Child Study Team (CST) will work with teachers to address and reduce absence and tardy concerns.

**Strategy Rationale**

Teachers need to consistently contact parents to express empathy, care and concern for child, and indicate that the absence was noticed.

<b>Action Step 1</b>	
Child Study Team (CST) will analyze attendance data	
<b>Person Responsible</b>	Joanne Solowey
<b>Schedule</b>	Biweekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Attendance data, parent communication or call logs, data chats.

<b>Plan to Monitor Fidelity of Implementation of G4.B1.S1</b>	
Child Study Team (CST) will analyze attendance data	
<b>Person Responsible</b>	Joanne Solowey
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Attendance data, parent communication or call logs, data chats.

<b>Plan to Monitor Effectiveness of Implementation of G4.B1.S1</b>	
Tracking student attendance on portal.	
<b>Person Responsible</b>	Joanne Solowey
<b>Schedule</b>	Biweekly, from 08/18/2014 to 06/02/2015
<b>Evidence of Completion</b>	Student attendance, parent communication or call logs and data chats

**G4.B2** High number of referrals resulting in both in/out of school suspensions.

**G4.B2.S1** School Based Leadership Team (SBLT) will work with teachers to ensure that a consistent set of rules will be followed with fidelity.

**Strategy Rationale**

Ensure students are in the classroom for instruction.

<i><b>Action Step 1</b></i>	
Analyze behavior data	
<i><b>Person Responsible</b></i>	Tania Harper
<i><b>Schedule</b></i>	Biweekly, from 08/18/2014 to 06/02/2015
<i><b>Evidence of Completion</b></i>	

<i><b>Plan to Monitor Fidelity of Implementation of G4.B2.S1</b></i>	
School wide adherence to a consistent set of rules; Guidelines for Success	
<i><b>Person Responsible</b></i>	Thea Saccasyn
<i><b>Schedule</b></i>	Daily, from 08/18/2014 to 06/02/2015
<i><b>Evidence of Completion</b></i>	Walk throughs, posting of Guidelines for Success (GFS) and posting of classroom expectations.

<i><b>Plan to Monitor Effectiveness of Implementation of G4.B2.S1</b></i>	
Analyze behavior data and look for patterns and needs.	
<i><b>Person Responsible</b></i>	Tania Harper
<i><b>Schedule</b></i>	Biweekly, from 08/18/2014 to 06/02/2015
<i><b>Evidence of Completion</b></i>	Office Discipline Referrals (ODRs).

**G4.B3** Poor attendance at family events held by the school.

**G4.B3.S1** Refer to Parent Involvement Plan

**Strategy Rationale**

<i><b>Action Step 1</b></i>	
Refer to Parent Involvement Plan	
<i><b>Person Responsible</b></i>	Thea Saccasyn
<i><b>Schedule</b></i>	Monthly, from 08/18/2014 to 06/02/2015
<i><b>Evidence of Completion</b></i>	

<b><i>Plan to Monitor Fidelity of Implementation of G4.B3.S1</i></b>	
Refer to Parent Involvement Plan	
<b><i>Person Responsible</i></b>	Thea Saccasyn
<b><i>Schedule</i></b>	Monthly, from 08/18/2014 to 06/02/2015
<b><i>Evidence of Completion</i></b>	Parent attendance at Open House, conferences, evening workshops, etc.

<b><i>Plan to Monitor Effectiveness of Implementation of G4.B3.S1</i></b>	
Refer to Parent Involvement Plan	
<b><i>Person Responsible</i></b>	Thea Saccasyn
<b><i>Schedule</i></b>	Monthly, from 08/18/2014 to 06/02/2015
<b><i>Evidence of Completion</i></b>	Parent attendance at Open House, conferences, evening workshops, etc.

## 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