

Fairmount Park Elementary School



2015-16 School Improvement Plan

Fairmount Park Elementary School

575 41ST ST S, St Petersburg, FL 33711

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

No

Minority

92%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	D	D

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To inspire our students to imagine, dream and achieve by providing them with a rigorous, relevant and nurturing learning environment that helps them discover the unique talents and strengths within themselves.

Provide the school's vision statement

Making 100% student success a reality.

School Environment

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

Our process is to build teacher pedagogical knowledge and skills in making meaningful relationships and working with the diverse needs of students and families of poverty by providing professional development to all staff on culturally responsive topics:

2013 - 2014: Keith L. Brown (Motivator of the Millenium), Baruti Kafele (Motivating Black Males by Closing the Attitude Gap), Kim Townsel (Teaching with Poverty in Mind), Ron Clark Academy attendance

2014 - 2015: True Colors (JWB), Trauma Informed Care, monthly family/community trainings

2015-2016: The New Teacher Training Program (TNTP) bi-weekly meetings/Teach Like a Champion resource book purchased for all instructional staff. Fairmount Park Transformation Plan.

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

Our school creates an environment where students feel safe and respected through the development and implementation of a school wide behavior management plan, Morning meetings, The Fairmount Park Essential 20, Commitment to Character components, Core belief statements, Culturally sensitive strategies obtained from TNTP, The Fairmount Park Transformation Plan.

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

Setting clear behavioral expectations: Positive Intervention Behavior Support plan (PBIS), Behavior Code of Ethics, School-wide rules and Transition expectations, The Essential 20, Commitment to Character components, School-wide Behavior management plan, Classroom rules aligned to school-wide rules, Classroom management techniques, Verbal/non-verbal interventions, Discipline Tracker (classroom managed vs. office managed behaviors), relevant, rigorous instruction, Bi-weekly TNTP professional development in learning environment, observation and feedback and student engagement.

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 student services team provides differentiated support through: Child Study Team, Early Warning System, MTSS, individual and group counseling, monitoring of attendance (Navigator), student mentoring programs (5,000 Role Models, Girlfriends), on-site Suncoast mental health therapist.

Early Warning Systems

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

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

The Early Warning System consists of the following indicators: Attendance below 90%, 1 or more suspensions, Lower quintile on statewide assessments and 1 or more retentions. Any student exhibiting 2 or more early warning indicators will be targeted for intervention. Data is reviewed monthly.

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 Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	57	53	44	41	25	19	239
One or more suspensions	35	96	108	102	84	59	484
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	55	0	0	55

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Extended day reading intervention hour, Promise Time (I-Ready), STEM, Connect for Success, ST-Math, Jan Richardson small group differentiated instruction, i Station, attendance navigator, Nemours, LLI guided reading.

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

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

We will use the Title 1 Parent Involvement Plan (PIP) for this section.

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

Monthly SAC/Family meetings are held and attended by staff, PASS Partnership with USFSP provides volunteers, leadership team field trip opportunities and Bridge to Success Science summer camp opportunities, Seniors in Service of Tampa Bay Inc., paraprofessionals in every K-5 classroom, JWB/ Suncoast on-site mental health therapist and attendance navigator, R'Club services.

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:

Name	Title
Pollauf, Benigna	Principal
Williams, Randria	Assistant Principal
Bryant, Charolette	Teacher, K-12
Foley, Katy	Teacher, K-12
Tucker, Wayne	Teacher, K-12
Rose, Chris	Instructional Coach
Carlson, Jennifer	Instructional Coach
Grant, Opal	Psychologist
Youngerman, Marcia	Attendance/Social Work
Andrews, Jill	Instructional Coach
Raiola, Cathryn	Instructional Coach
Nyarkoh, Candice	Guidance Counselor

Duties

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

Nina Pollauf - Principal, Randria Williams - Assistant Principal, Charolette Bryant - Curriculum Resource Teacher, Katy Foley - MTSS Coach (Data Manager), Wayne Tucker - Data Analysis/ Compliance Specialist, Chris Rose - Literacy Coach (Data Manager), Jill Andrews - Literacy Coach (Data Manager), Stacia Baldwin - Science Coach (Data Manager), Jennifer Elliott - Math Coach (Data Manager), Cathryn Raiola - Behavior Coach (Data Manager), Opal Grant - Psychologist (Facilitator), Marcia Youngerman - Social Worker, Diane Kopljar -Diagnostician, Candice Nyarkoh –Guidance Counselor, ESE teacher, General Education Teacher.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

Title 1 Part A funds are utilized to purchase agenda books, compacts, technology, hourly teachers, professional development, and instructional support and materials.

Title I Part C: NA

Title 1 Part D funds are targeted to support continuous educational services in students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology. The Promise Time Program will provide tutoring services for our students attending R'Club.

Title II funds are used to increase student achievement through professional development for teachers and administrators and provide literacy, math and science coaches.

Title III funds are used to provide educational materials, bilingual translators, summer programs, and other support services.

Title X funds are used to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Juvenile Welfare Board supports Fairmount Park students and families school wide.

Title 1 coordinates with district Food Services to provide Community Eligibility Option (CEO) where all students receive free breakfast and lunch.

Title 1 Part A funds are used to provide Pre-Kindergarten Transition resources as well as a 3 year old class to support early literacy.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nina Pollauf	Principal
Jennifer Paradis	Teacher
Lynda Scott	Education Support Employee
Dominique Speights	Parent
Corinthia Murray	Parent
Courtney Jones	Parent
Melissa Manzi	Teacher
Patricia Clark	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Review of Title 1 Parent Survey results, school wide data after each assessment cycle, Title1 budget expenditures, Parent Involvement Plan (PIP), Input to School/Parent/Student Compact.

Development of this school improvement plan

We sent home information asking for parents who were interested in serving on our SAC. At our first meeting (September 15) we will identify SAC board members. SAC members will review and provide input into our SIP at a subsequent meeting.

Preparation of the school's annual budget and plan

We reviewed our Title 1 parent and staff survey results and completed the 10 components of a school wide plan document prior to completing the SIP.

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

Common Core Resource References (Common Core Lesson Book K-5, Common Core Writing Book)
 All instructional personnel
 Using Common Core Standards - 1 per grade level
 Total: \$2,601.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, 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)

Membership:

Name	Title
Pollauf, Benigna	Principal
Foley, Katy	Instructional Coach
Rose, Chris	Instructional Coach
Bryant, Charolette	Teacher, K-12
Williams, Randria	Assistant Principal
Andrews, Jill	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

- Support for text complexity
- Support for instructional skills to improve reading comprehension
- Support for implementation of Florida state standards for literacy in social studies, science and technical subjects

Public and Collaborative Teaching

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

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

Facilitated 50 minute grade level PLCs weekly
 Bi-weekly school wide PLCs
 Bi-weekly Fabulous Falcon staff-to-staff recognition program
 Extended "payday" PLCs
 Monthly mentor/mentee meetings
 Monthly "Pot Luck" Celebrations
 School-wide PBIS Team
 Leading the learning cadre

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

- School-Based PD - Introduction to Marzano Appraisal / Goals & Scales, TNTP bi-weekly trainings
- Insight survey (fall/spring)
- School-Wide PLC Meetings (bi-weekly) – PMP Development, MTSS Process, 504 Accommodations, Data Reviews, monthly curriculum, Insight survey review, Gifted and Talented
- Deliberate Practice Development
- Common Planning Blocks (50 minutes daily) and 45 additional minutes weekly
- Weekly Grade Level PLC Meetings
- Vertical Grade Level Articulation Meetings (Reading & Math)
- Job Embedded PD (Coaches) - FSS Literacy, Math and Science / Behavior Management / Technology Integration
- Academic/Behavior MTSS Weekly Meetings
- Monthly Early Warning System Meetings
- Weekly Child Study Team Meetings
- Observation & Feedback Form (Glow & Grows)

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

Each new teacher will be assigned a mentor/collaborative partner. Planned activities include observation of mentee's instruction with feedback, planning sessions with mentee, connecting lesson activities to Florida State Standards, discussing student progress, analyzing student work, and modeling or co-teaching lessons.

Mentor/Developing Teacher Pairings:

Melissa Manzi – Kenya Wheeler (Kindergarten)
Chris Rose – Kristin Howe (Kindergarten)
Katy Foley – Jackie Oboikovitz (Kindergarten)
Latoiya Rushing - Jacqueline Smith (1st grade)
Mike Krajnik - Amanda Johnson (1st grade)
Maxine Robinson – Fanny Bryant (2nd grade)
Charolette Bryant – Steffi Raju (2nd grade)
Katy Foley – Alicia Abelow (2nd Grade)
Tara Jennelle – Valerie Cannon (3rd grade)
Carole Cassidy – Nicole Blanchard (4th grade)
Jill Andrews - Peter Giargente (4th grade)
Cathryn Raiola – Johanna Blue (5th grade)
Jill Andrews – Rachel Dwyer (5th grade)
Cathryn Raiols – Candice Nyarkoh (Guidance)
Jennifer Loomis – Deborah Capitosti (VE Resource)

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

Planning for all content areas is aligned to Florida State Standards
District Teaching & Learning Plan is distributed and adhered to
Curriculum guides are FSA aligned and implemented
Scales and Rubrics developed

Observation and Feedback (Glows & Grows)
Lesson Plans are reviewed weekly

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers study formative, district, Tier 2, grade level developed assessments and ST-Math and iStation results as teams to plan for instruction, form small groups and provide strategies to meet their students' differentiated needs.

MTSS team studies early warning system data and Tier 3 assessment results to monitor the effectiveness of strategies being implemented.

SBLT monitors the implementation and fidelity of instructional practices and studies district/state assessment results to identify areas of strength and weakness.

Data is utilized to form school-wide groups to provide reading interventions/enrichment for all 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: Extended School Day

Minutes added to school year: 5,400

Lengthening of the school day by 30 minutes to provide an hour of literacy intervention.

Strategy Rationale

An extended school day increases a student's time on task.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Randria, williamsstubbsr@pcsb.org

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

Running Records, ELA, LLI and bi-weekly grade level assessment data will be collected and analyzed in PLCs and MTSS and Data Review Meetings.

Strategy: Extended School Day

Minutes added to school year: 10,800

Promise Time: i-Ready computer based curriculum for reading and math

Strategy Rationale

Promote acceleration, achievement and academic performance for students

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Foley, Katy, foleyk@pcsb.org

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

i-Ready has a built in progress monitoring system that is analyzed and reviewed monthly.

Strategy: Summer Program

Minutes added to school year: 12,600

Providing a summer Bridge to Success Science Camp in partnership with USFSP

Strategy Rationale

Enrichment activities contribute to a well-rounded education

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Randria, williamsstubsr@pcsb.org

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

A pre and post assessment will be collected and analyzed by USFSP staff and shared with SBLT. We will compare baseline science PCAS data of students who attended the camp in summer of 2015 to students who did not attend.

Strategy: Extended School Day

Minutes added to school year: 1,560

Offer the STEM extended learning program to 20 targeted fourth and fifth grade students. Offer student's opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve teambuilding and leadership skills, learn about business planning, and interact with community partners!

Strategy Rationale

Increased time on task and enrichment activities contribute to a well-rounded education

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Randria, williamsstubsr@pcsb.org

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

District common assessment math and science.

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

Title 1 Part A funds are used to provide Pre-K to Kindergarten transition services. Title 1 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 1 Part A funds is used to provide classes for three year olds at targeted elementary schools to support early literacy.

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), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** 100% of our teachers will ensure curriculum, instruction, and assessment are delivered with a focus on continuous improvement of student engagement and academic achievement. Content area instruction will improve Black/African American achievement, leading to increased performance of 70% or higher in reading for our Black/African American students as measured by SAT 10 and FSA.
- G2.** 100% of our teachers will ensure curriculum, instruction, and assessment are delivered with a focus on continuous improvement of student engagement and academic achievement in ELA, Math and Science. Content area instruction will improve resulting in our students' meeting or exceeding state proficiency levels as measured by SAT 10, FSA and FCAT 2.0.
- G3.** Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual employee learning, student learning, and overall school improvement as measured by a reduction in office referrals and Out of School suspension rates from the 14-15 data.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 100% of our teachers will ensure curriculum, instruction, and assessment are delivered with a focus on continuous improvement of student engagement and academic achievement. Content area instruction will improve Black/African American achievement, leading to increased performance of 70% or higher in reading for our Black/African American students as measured by SAT 10 and FSA. 1a

G064799

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	58.0

Resources Available to Support the Goal 2

- Literacy coaches, MTSS academic coach, Curriculum specialist, Leading the Learning Cadre, Teaching partners (paraprofessionals) SBLT, Technology specialist

Targeted Barriers to Achieving the Goal 3

- Lack of grade level specific content knowledge, planning and delivery of curriculum

G2. 100% of our teachers will ensure curriculum, instruction, and assessment are delivered with a focus on continuous improvement of student engagement and academic achievement in ELA, Math and Science. Content area instruction will improve resulting in our students' meeting or exceeding state proficiency levels as measured by SAT 10, FSA and FCAT 2.0. 1a

G063384

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	51.0

Resources Available to Support the Goal 2

- Literacy Coaches, MTSS Academic Coach, Curriculum Specialist, Math Coach, Science Coach, MTSS Behavior Coach, PBIS (Behavior Team), School Based Leadership Team, Teaching Partners (K-5), Technology Specialist, Leading the Learning Cadre

Targeted Barriers to Achieving the Goal 3

- Lack of grade level specific content knowledge, planning and delivery of curriculum

Plan to Monitor Progress Toward G2. 8

District common assessments for literacy, math and science. Bi-weekly assessments for literacy, math and science. iStation and ST-Math data will be utilized along with formative assessments for each content area.

Person Responsible

Benigna Pollauf

Schedule

Biweekly, from 8/26/2015 to 8/26/2016

Evidence of Completion

District common assessment data, bi-weekly assessment data, iStation and ST-Math data

G3. Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual employee learning, student learning, and overall school improvement as measured by a reduction in office referrals and Out of School suspension rates from the 14-15 data. 1a

G063386

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	310.0
One or More Suspensions	196.0

Resources Available to Support the Goal 2

- Behavior Specialists, MTSS Team, Mental Health Therapist, Attendance Navigator, Student Services Staff

Targeted Barriers to Achieving the Goal 3

- Inconsistency in skill levels when implementing established processes and procedures

Plan to Monitor Progress Toward G3. 8

Increased levels of demonstration of character traits (respect, responsibility, achievement, perseverance)

Person Responsible

Benigna Pollauf

Schedule

Monthly, from 8/25/2015 to 5/31/2016

Evidence of Completion

Data Reviews; Behavior Data Wall; Insight Survey Data; Commitment to Character Bucks; RRAP House System; Points Sheets (Essential 20)

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. 100% of our teachers will ensure curriculum, instruction, and assessment are delivered with a focus on continuous improvement of student engagement and academic achievement. Content area instruction will improve Black/African American achievement, leading to increased performance of 70% or higher in reading for our Black/African American students as measured by SAT 10 and FSA. **1**

 G064799

G1.B1 Lack of grade level specific content knowledge, planning and delivery of curriculum **2**

 B167060

G1.B1.S1 Build teacher content and pedagogical knowledge in grade level specific standards and apply to planning and delivery of instruction. **4**

 S178586

Strategy Rationale

More knowledgeable teachers provide quality instruction that is aligned to standards leading to higher proficiency rates.

Action Step 1 **5**

During weekly PLCs, teachers will meet with content coaches to create scales and rubrics, develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs

Person Responsible

Benigna Pollauf

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

PLC feedback form, bi-monthly assessment data analysis forms, weekly coaches log, lesson plans, scale and rubrics, Grow & Glow observations and feedback.

Action Step 2 5

Teachers will attend trainings identified through Deliberate Practice Plan, TNTP bi-weekly training plan as well as optional professional development opportunities delivered through in-district/out-of-district trainings.

Person Responsible

Benigna Pollauf

Schedule

Biweekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

LMS transcripts, embedded coaching logs

Action Step 3 5

Mentors are supporting new/new to school teachers

Person Responsible

Katy Foley

Schedule

Weekly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Mentor contact logs, monthly mentor meeting agendas and minutes

Action Step 4 5

Support delivery of instruction through coaching cycles.

Person Responsible

Chris Rose

Schedule

Weekly, from 8/13/2015 to 6/2/2016

Evidence of Completion

Coaching logs, SBLT (with coaches) minutes

Action Step 5 5

Assign a paraprofessional to each classroom k-5

Person Responsible

Benigna Pollauf

Schedule

Daily, from 8/13/2015 to 6/7/2016

Evidence of Completion

Staff roster assignments

Action Step 6 5

Teachers will implement grade level specific standards using best instructional practices

Person Responsible

Benigna Pollauf

Schedule

Daily, from 8/24/2015 to 6/7/2016

Evidence of Completion

Walkthroughs using "Quick Glance", observation and feedback, scales, lesson plans, AVID strategy implementation, student data

Action Step 7 5

Teachers will use bi-monthly assessments to monitor their students' progress in in ELA, Math and Science and analyze the data to modify instruction as needed

Person Responsible

Benigna Pollauf


Schedule

Biweekly, from 9/3/2015 to 5/19/2016


Evidence of Completion

Bi-weekly assessment data


G2. 100% of our teachers will ensure curriculum, instruction, and assessment are delivered with a focus on continuous improvement of student engagement and academic achievement in ELA, Math and Science. Content area instruction will improve resulting in our students' meeting or exceeding state proficiency levels as measured by SAT 10, FSA and FCAT 2.0. **1**

 G063384

G2.B1 Lack of grade level specific content knowledge, planning and delivery of curriculum **2**

 B163108

G2.B1.S1 Build teacher content and pedagogical knowledge in grade level specific standards and apply to planning and delivery of instruction **4**

 S174580

Strategy Rationale

More knowledgeable teachers provide quality instruction that is aligned to the standards leading to higher proficiency rates

Action Step 1 **5**

During weekly PLCs, teachers will meet with content coaches to create scales and rubrics, develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs

Person Responsible

Benigna Pollauf

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

PLC feedback form, bi-weekly assessment data analysis forms, weekly coaches log, lesson plans, scale and rubrics, Grow & Glow observations and feedback.

Action Step 2 **5**

Teachers will attend trainings identified through Deliberate Practice Plan, TNTP bi-weekly training plan as well as optional professional development opportunities delivered through in-district/out-of-district trainings.

Person Responsible

Benigna Pollauf

Schedule

Biweekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

LMS Transcripts, Coaching Embedded Logs

Action Step 3 5

Mentors are supporting new/new-to-the-school teachers.

Person Responsible

Katy Foley

Schedule

Weekly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Mentor Contact Logs, Monthly Mentor Meeting Agendas and Minutes

Action Step 4 5

Support for the delivery of instruction through coaching cycles and TNTTP trainers.

Person Responsible

Chris Rose

Schedule

Weekly, from 8/13/2015 to 6/2/2016

Evidence of Completion

Coaching Logs, SBLT (with coaches) Minutes

Action Step 5 5

Assign a paraprofessional to each classroom K - 5.

Person Responsible

Benigna Pollauf

Schedule

Daily, from 8/13/2015 to 6/7/2016

Evidence of Completion

Staff roster of assignments

Action Step 6 5

Teachers will implement grade level specific standards using best instructional practices.

Person Responsible

Benigna Pollauf

Schedule

Daily, from 8/24/2015 to 6/7/2016

Evidence of Completion

Walk throughs using "Quick Glance," observation & feedback, scales & rubrics, lesson plans, AVID strategy implementation, student data.

Action Step 7 5

Teachers will use bi-monthly assessments to monitor their students progress in ELA, Math and Science and analyze the data to modify instruction as needed.

Person Responsible

Benigna Pollauf

Schedule

Biweekly, from 9/3/2015 to 5/19/2016

Evidence of Completion

Bi-weekly assessment data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Walkthroughs with "Quick Glance", frequent observation and feedback

Person Responsible

Benigna Pollauf

Schedule

Weekly, from 8/26/2015 to 8/26/2016

Evidence of Completion

PLC feedback forms, assessment data, coaching logs, SBLT minutes, lesson plans, scales and rubrics, Glow & Grow feedback forms

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Walkthroughs with "Quick Glance", frequent observation and feedback

Person Responsible

Benigna Pollauf

Schedule

Weekly, from 8/26/2015 to 8/26/2016

Evidence of Completion

PLC feedback forms, assessment data, coaching logs, SBLT minutes, lesson plans, scales and rubrics, Glow & Grow feedback forms

G3. Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual employee learning, student learning, and overall school improvement as measured by a reduction in office referrals and Out of School suspension rates from the 14-15 data. 1

G063386

G3.B2 Inconsistency in skill levels when implementing established processes and procedures 2

B163115

G3.B2.S1 Provide professional development for faculty, staff and families resulting in individual employee learning, student learning, and overall school improvement. 4

S174584

Strategy Rationale

A more consistent skill level among faculty and staff will result in enhanced implementation of established processes and procedures.

Action Step 1 5

TNTP coaches/trainers will provide bi-weekly professional development in the areas of learning environment, observation and feedback and student engagement. MTSS Behavior Coach along with SBLT will conduct frequent walkthroughs and provide specific feedback to teachers. SBLT will review feedback to determine next steps.

Person Responsible

Benigna Pollauf

Schedule

Daily, from 8/24/2015 to 6/7/2016

Evidence of Completion

Training sign-in sheets, walk through data, behavior call (Level 3) data

Action Step 2 5

Provide a site-based Suncoast Mental Health Therapist, Attendance Navigator and full time School Social Worker to support identified students and families in crisis.

Person Responsible

Benigna Pollauf

Schedule

Daily, from 8/24/2015 to 8/26/2016

Evidence of Completion

Release of Information forms, Contact Log, Student Progress Monitoring Notes

Action Step 3 5

Ongoing Professional Development on teaching students in poverty and student engagement. Also, staff will participate in ongoing book study "Engaging Students in Poverty" through School Wide PLCs

Person Responsible

Randria Williams

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Sign In Sheets, Power Points and/or Handouts; student engagement data based on walk throughs; lesson plans

Action Step 4 5

Ongoing training for our parents and families each month for "Scale Up For Success Initiative"

Person Responsible

Randria Williams

Schedule

Monthly, from 9/16/2014 to 5/19/2015

Evidence of Completion

Sign In Sheets, Power Points and or Handouts, Agendas

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

SBLT will review the status of implementation weekly.

Person Responsible

Benigna Pollauf

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

SBLT Minutes; Sign-In Sheets/Agendas, MTSS meeting minutes, LMS transcripts

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Increased consistency of implementing school-wide processes, skill levels, and procedures with faculty and staff.

Person Responsible

Benigna Pollauf

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

SBLT Minutes, walk through data and feedback, EWS monthly data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	During weekly PLCs, teachers will meet with content coaches to create scales and rubrics, develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs	Pollauf, Benigna	8/24/2015	PLC feedback form, bi-weekly assessment data analysis forms, weekly coaches log, lesson plans, scale and rubrics, Grow & Glow observations and feedback.	6/7/2016 weekly
G3.B2.S1.A1	TNTP coaches/trainers will provide bi-weekly professional development in the areas of learning environment, observation and feedback and student engagement. MTSS Behavior Coach along with SBLT will conduct frequent walkthroughs and provide specific feedback to teachers. SBLT will review feedback to determine next steps.	Pollauf, Benigna	8/24/2015	Training sign-in sheets, walk through data, behavior call (Level 3) data	6/7/2016 daily
G1.B1.S1.A1	During weekly PLCs, teachers will meet with content coaches to create scales and rubrics, develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs	Pollauf, Benigna	8/24/2015	PLC feedback form, bi-monthly assessment data analysis forms, weekly coaches log, lesson plans, scale and rubrics, Grow & Glow observations and feedback.	6/7/2016 weekly
G2.B1.S1.A2	Teachers will attend trainings identified through Deliberate Practice Plan, TNTP bi-weekly training plan as well as optional professional development opportunities delivered through in-district/out-of-district trainings.	Pollauf, Benigna	8/24/2015	LMS Transcripts, Coaching Embedded Logs	6/7/2016 biweekly
G3.B2.S1.A2	Provide a site-based Suncoast Mental Health Therapist, Attendance Navigator and full time School Social Worker to support identified students and families in crisis.	Pollauf, Benigna	8/24/2015	Release of Information forms, Contact Log, Student Progress Monitoring Notes	8/26/2016 daily
G1.B1.S1.A2	Teachers will attend trainings identified through Deliberate Practice Plan, TNTP bi-weekly training plan as well as optional professional development	Pollauf, Benigna	8/24/2015	LMS transcripts, embedded coaching logs	6/7/2016 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	opportunities delivered through in-district/out-of-district trainings.				
G2.B1.S1.A3	Mentors are supporting new/new-to-the-school teachers.	Foley, Katy	8/13/2015	Mentor Contact Logs, Monthly Mentor Meeting Agendas and Minutes	6/1/2016 weekly
G3.B2.S1.A3	Ongoing Professional Development on teaching students in poverty and student engagement. Also, staff will participate in ongoing book study "Engaging Students in Poverty" through School Wide PLCs	Williams, Randria	8/18/2014	Sign In Sheets, Power Points and/or Handouts; student engagement data based on walk throughs; lesson plans	6/2/2015 monthly
G1.B1.S1.A3	Mentors are supporting new/new to school teachers	Foley, Katy	8/13/2015	Mentor contact logs, monthly mentor meeting agendas and minutes	6/1/2016 weekly
G2.B1.S1.A4	Support for the delivery of instruction through coaching cycles and TNTP trainers.	Rose, Chris	8/13/2015	Coaching Logs, SBLT (with coaches) Minutes	6/2/2016 weekly
G3.B2.S1.A4	Ongoing training for our parents and families each month for "Scale Up For Success Initiative"	Williams, Randria	9/16/2014	Sign In Sheets, Power Points and or Handouts, Agendas	5/19/2015 monthly
G1.B1.S1.A4	Support delivery of instruction through coaching cycles.	Rose, Chris	8/13/2015	Coaching logs, SBLT (with coaches) minutes	6/2/2016 weekly
G2.B1.S1.A5	Assign a paraprofessional to each classroom K - 5.	Pollauf, Benigna	8/13/2015	Staff roster of assignments	6/7/2016 daily
G1.B1.S1.A5	Assign a paraprofessional to each classroom k-5	Pollauf, Benigna	8/13/2015	Staff roster assignments	6/7/2016 daily
G2.B1.S1.A6	Teachers will implement grade level specific standards using best instructional practices.	Pollauf, Benigna	8/24/2015	Walk throughs using "Quick Glance," observation & feedback, scales & rubrics, lesson plans, AVID strategy implementation, student data.	6/7/2016 daily
G1.B1.S1.A6	Teachers will implement grade level specific standards using best instructional practices	Pollauf, Benigna	8/24/2015	Walkthroughs using "Quick Glance", observation and feedback, scales, lesson plans, AVID strategy implementation, student data	6/7/2016 daily
G2.B1.S1.A7	Teachers will use bi-monthly assessments to monitor their students progress in ELA, Math and Science and analyze the data to modify instruction as needed.	Pollauf, Benigna	9/3/2015	Bi-weekly assessment data	5/19/2016 biweekly
G1.B1.S1.A7	Teachers will use bi-monthly assessments to monitor their students' progress in in ELA, Math and Science and analyze the data to modify instruction as needed	Pollauf, Benigna	9/3/2015	Bi-weekly assessment data	5/19/2016 biweekly
G2.MA1	District common assessments for literacy, math and science. Bi-weekly assessments for literacy, math and science. iStation and ST-Math data will be utilized along with formative assessments for each content area.	Pollauf, Benigna	8/26/2015	District common assessment data, bi-weekly assessment data, iStation and ST-Math data	8/26/2016 biweekly
G2.B1.S1.MA1	Walkthroughs with "Quick Glance", frequent observation and feedback	Pollauf, Benigna	8/26/2015	PLC feedback forms, assessment data, coaching logs, SBLT minutes, lesson plans, scales and rubrics, Glow & Grow feedback forms	8/26/2016 weekly
G2.B1.S1.MA1	Walkthroughs with "Quick Glance", frequent observation and feedback	Pollauf, Benigna	8/26/2015	PLC feedback forms, assessment data, coaching logs, SBLT minutes, lesson plans, scales and rubrics, Glow & Grow feedback forms	8/26/2016 weekly
G2.B1.S1.MA2	[no content entered]			one-time	
G3.MA1	Increased levels of demonstration of character traits (respect, responsibility, achievement, perseverance)	Pollauf, Benigna	8/25/2015	Data Reviews; Behavior Data Wall; Insight Survey Data; Commitment to Character Bucks; RRAP House System; Points Sheets (Essential 20)	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1	Increased consistency of implementing school-wide processes, skill levels, and procedures with faculty and staff.	Pollauf, Benigna	8/24/2015	SBLT Minutes, walk through data and feedback, EWS monthly data	5/31/2016 weekly
G3.B2.S1.MA1	SBLT will review the status of implementation weekly.	Pollauf, Benigna	8/24/2015	SBLT Minutes; Sign-In Sheets/Agendas, MTSS meeting minutes, LMS transcripts	5/31/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. 100% of our teachers will ensure curriculum, instruction, and assessment are delivered with a focus on continuous improvement of student engagement and academic achievement. Content area instruction will improve Black/African American achievement, leading to increased performance of 70% or higher in reading for our Black/African American students as measured by SAT 10 and FSA.

G1.B1 Lack of grade level specific content knowledge, planning and delivery of curriculum

G1.B1.S1 Build teacher content and pedagogical knowledge in grade level specific standards and apply to planning and delivery of instruction.

PD Opportunity 1

During weekly PLCs, teachers will meet with content coaches to create scales and rubrics, develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs

Facilitator

School based coaches, district trainers and TNTP trainers

Participants

Instructional Staff, Paraprofessionals, Administrators, Support Staff

Schedule

Weekly, from 8/24/2015 to 6/7/2016

PD Opportunity 2

Teachers will attend trainings identified through Deliberate Practice Plan, TNTP bi-weekly training plan as well as optional professional development opportunities delivered through in-district/out-of-district trainings.

Facilitator

School-based TNTP, district trainers, various trainers

Participants

Instructional staff, paraprofessionals, administration, support staff

Schedule

Biweekly, from 8/24/2015 to 6/7/2016

PD Opportunity 3

Support delivery of instruction through coaching cycles.

Facilitator

School-based coaches, TNTP trainers

Participants

Instructional staff, paraprofessionals

Schedule

Weekly, from 8/13/2015 to 6/2/2016

G2. 100% of our teachers will ensure curriculum, instruction, and assessment are delivered with a focus on continuous improvement of student engagement and academic achievement in ELA, Math and Science. Content area instruction will improve resulting in our students' meeting or exceeding state proficiency levels as measured by SAT 10, FSA and FCAT 2.0.

G2.B1 Lack of grade level specific content knowledge, planning and delivery of curriculum

G2.B1.S1 Build teacher content and pedagogical knowledge in grade level specific standards and apply to planning and delivery of instruction

PD Opportunity 1

During weekly PLCs, teachers will meet with content coaches to create scales and rubrics, develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs

Facilitator

School based coaches, district trainers and TNTP trainers

Participants

Instructional Staff, Paraprofessionals, Administrators, Support Staff

Schedule

Weekly, from 8/24/2015 to 6/7/2016

PD Opportunity 2

Teachers will attend trainings identified through Deliberate Practice Plan, TNTP bi-weekly training plan as well as optional professional development opportunities delivered through in-district/out-of-district trainings.

Facilitator

School based, TNTP and district trainers, Various trainers

Participants

Instructional Staff, Paraprofessionals, Administration, Support Staff

Schedule

Biweekly, from 8/24/2015 to 6/7/2016

PD Opportunity 3

Support for the delivery of instruction through coaching cycles and TNTP trainers.

Facilitator

School based coaches, TNTP trainers

Participants

Instructional Staff, Paraprofessionals

Schedule

Weekly, from 8/13/2015 to 6/2/2016

G3. Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual employee learning, student learning, and overall school improvement as measured by a reduction in office referrals and Out of School suspension rates from the 14-15 data.

G3.B2 Inconsistency in skill levels when implementing established processes and procedures

G3.B2.S1 Provide professional development for faculty, staff and families resulting in individual employee learning, student learning, and overall school improvement.

PD Opportunity 1

TNTP coaches/trainers will provide bi-weekly professional development in the areas of learning environment, observation and feedback and student engagement. MTSS Behavior Coach along with SBLT will conduct frequent walkthroughs and provide specific feedback to teachers. SBLT will review feedback to determine next steps.

Facilitator

TNTP coaches/trainers, MTSS Behavior Coach, SBLT

Participants

Instructional staff, teaching partners, support staff

Schedule

Daily, from 8/24/2015 to 6/7/2016

PD Opportunity 2

Ongoing Professional Development on teaching students in poverty and student engagement. Also, staff will participate in ongoing book study "Engaging Students in Poverty" through School Wide PLCs

Facilitator

Various presenters

Participants

Instructional Staff, Instructional Support Staff, Administrators

Schedule

Monthly, from 8/18/2014 to 6/2/2015

PD Opportunity 3

Ongoing training for our parents and families each month for "Scale Up For Success Initiative"

Facilitator

Various Presenters

Participants

Fairmount Park parents and families, Instructional Staff, Administrators

Schedule

Monthly, from 9/16/2014 to 5/19/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget