

2014-2015 School Improvement Plan

LEA or Charter Name & Number: Chatham County Schools (#190)
School Name & Number: Silk Hope School (K-8) (#190352)
School Address: 7945 Gum Springs-Silk Hope Road
 Siler City, NC 27344
Plan Year(s): 2014-2015
Date prepared: September 24,2013

Principal Signature: _____ Angie Brady-Andrew _____
Typed Name Approval Date

Local Board Approval Signature: _____
Typed Name Approval Date

School Improvement Team Membership	
<i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i>	
Committee Position*	Name
Principal	Angie Brady-Andrew
Assistant Principal Representative	Tania Poston
Teacher Representative	Melissa Jenkins
Inst. Support Representative	Karen Snipes
Teacher Assistant Representative	Ginger Clark
Parent Representative	Reid Guthrie
Teacher Representative 3-5	Andra Burks
Teacher Representative 6-8	Regina DeCristofaro
Teacher Resource/Specials Representative	Catherine Stewart
Parent Representative	Susan Anderson
Curriculum Resource Representative	Alison Edwards

* Add to list as needed. Each group may have more than one representative.

School Vision and Mission Statements for Silk Hope School (K-8)

Vision:

An Extraordinary Education For All Students in a Community Committed to Excellence

Mission:

The mission of School Hope Elementary School, in partnership with home and community, is to prepare all students with the necessary skills to succeed in a competitive global society. We are committed to acknowledging individual learning styles, nurturing self-worth, and challenging each student to become a life-long learner.

Executive Summary for Silk Hope School (K-8)

Based your answers from the School Data and Summary Analysis please provide a brief (no more than 2 paragraphs) summary of your school's achievements and highlights last year as well as the areas for growth that you plan to focus on this up-coming school year. This could include special events, unique awards, or student/staff accomplishments not necessarily mentioned in last year's school improvement plan.

Based on comparisons of EOG data from the 2012-2013 school year to the 2013-2014 school, we saw significant increases in both reading and math proficiency levels. With the exception of 4th grade reading and math, 8th grade math, and 8th grade science, proficiency percentages increased at all grade levels in reading, math, and science from the 12-13 school year. With the exception of 4th grade reading and math, students at Silk Hope School outperformed students at the district and state level, scoring higher than the district and state average in reading, math, and science. Cohorts of students also showed improvement with the exception of the 4th grade cohort whose performance composite fell in both reading and math as the students moved from one grade level to the next. Annual Measurable Objective performance targets indicate that Silk Hope students met targets for 31 of 33 subgroups (Hispanic and AIG students did not meet their target in the area of reading).

Through analysis of various data sources, we feel that our students at grade four need additional support in order to meet performance expectations. A review of EVAAS diagnostic reports indicate that student groups (low to high) are not meeting expected growth. Annual Measurable Objectives indicate that Silk Hope students met expected targets in 31 of 33 subgroups. The two subgroups not meeting expected targets are AIG students in reading (6% points away from meeting the target of 91.6% proficient) and Hispanic students in reading (22% points away from meeting the target of 35.9% proficient). The increase from a half time to a full time ESL teacher will be beneficial at meeting the needs of our LEP population. There is a huge gap in achievement between White and Hispanic students (over 80% difference in proficiency rates). Note: There must be 30 students to make a subgroup.

During the 2013-2014 school year, our school implemented Common Core and Essential Standards curriculum at all grade levels. Along with implementation of the new curriculum, we used a new assessment system in grades K-3. mClass data showed an increase of 15% in grades K-3 from Beginning of Year assessments to End of Year assessments. Our school goal was 10%. Teachers indicated that the data from mClass assessments had been very useful to their reading instruction. Silk Hope students met expected growth as well as 31 of 33 Annual Measurable Objectives. Our priority for the 2014-2015 school year will be on increasing student achievement for all students by focusing on growth. We strengthen our core literacy instruction and fine-tune our work with RtI (focusing more on school improvement efforts while we also work with individual students). Data notebooking, which includes goal setting and tracking growth, will also be introduced to students to promote and encourage a growth mindset.

Priority Goal #1 and Associated Strategies for Silk Hope School (K-8)

Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

Students will increase their growth on Reading benchmark assessments: Aimsweb and Reading 3D will be used as supporting data

School Goal #1:	The percentage of students in each grade level, 4th-8th grade, scoring average or above average(AIMSweb) and students in each grade level, K-3, scoring at grade level (Reading3D) will increase by 10% by the Spring/EOY Benchmark
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	Relevant CCS Goal	Relevant Objective
Supports this District Goal:	CCS Will Produce Globally Competitive Students	Objective 2

Target:	The percent of children scoring average or above average (AIMSweb) or on grade level (Reading3D) on the Fall/BOY reading and math benchmarks will increase by 10% on the Spring/EOY composite benchmark. Kindergarten BOY: 57% proficient Composite 1st Grade BOY: 54% Composite 2nd Grade BOY: 63% Composite 3rd Grade BOY: 40% Composite 4th Grade BOY: 77% RCBM 70% MAZE 5th Grade BOY: 64% RCBM 77% MAZE 6th Grade BOY: 78% RCBM 83% MAZE 7th Grade BOY: 67% RCBM 84% MAZE 8th Grade BOY: 68% RCBM 85% MAZE
Indicator:	Aimsweb-R, Reading3D
Milestone Date:	Winter/MOY Benchmark (1/15) Spring/EOY Benchmark (05/15)

Plan/Do

Strategy #1:	Identify students who are below grade level and develop plans to target areas of need in reading
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Action Steps	
1	Identify students performing below grade level in reading on universal screener in Fall 2014.
2	Refer back to notes/comments from RtI transfer of folders from previous grade level on 8-22-14.
3	Start Tier work for below grade level students who do not currently have any Tier Plans.

Action Steps	
4	Create Master Spreadsheet of students below 25% on Aimsweb and Reading 3D Universal Screener.
5	RtI District Leader will present new Tier Plans to the faculty to help with writing effective plans.
6	RtI Team will share with faculty interventions/resources available. (provide Quick Reference Guide/Flip Book of Interventions).
7	Update Master Spreadsheet in November.
8	Using data from the Master Spreadsheet, teacher and caseworker will determine which students should proceed to Tier 3 plans.

Strategy #2: Implement interventions based on students identified through the RtI process

Action Steps	
1	Analyze data from Universal Screener (Fall Benchmark) with grade level team during PLC meetings and/or with RtI team.
2	Based on classroom data, determine if adjustments to core classroom instruction should be made (if more than 20% are not performing at grade level).
3	Determine which interventions are needed (for classroom intervention plan and individual student plans) and begin providing interventions.
4	Create tier plan to document interventions and progress monitoring.

Strategy #3: Monitor the progress students are making through classroom and individual interventions.

Action Steps	
1	Teachers will meet with administration quarterly during a PLC meeting to review assessment data and RtI paperwork.
2	PLC members and administration will discuss/monitor/revise/brainstorm interventions and progress monitoring for RtI students based on current data.
3	Teachers will meet with the RtI team to discuss/monitor/revise/brainstorm interventions and progress monitoring for RtI students who need to move from Tier II to Tier III.

How will we fund these strategies?

Funding Source	Amount

Assigned Implementation Team:	Michelle Daniel (chair), Heidi Matthews (said she is not in this group), Alison Edwards, Shawn Rippe, Nancy Hilburn, Kristin White, Regina DeCristofaro, Andra Burks
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Title I Components	
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Check

What data will be used to determine whether the strategies were deployed with fidelity?

Assessment results from AIMSweb and Reading 3D

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Student benchmark data on the assessments will show the amount of growth for individual students.

Act

What do data show regarding the results of the implemented strategies?

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

October 20, 2014: This goal centers around RtI and we will begin with the first training with the district on the 23rd of October. Discussion of whether team sees the value in using and interpreting multiple forms of data and possibility of putting all data on one sheet. Discussion of looking at multiple sources of data to be inform instruction and level of need for students. Team decided to work towards creating a document (Google docs or spreadsheet) that would be less work and time for teachers to input.

October 27, 2014: Strategy 1: We have identified students who are below the 25th percentile through Aimsweb reports. Teachers have started tier plans for students who need these through PLC meetings. Allison has printed out Aimsweb reports, and she will work on reports from mCLASS. From these reports, a master spreadsheet can be created for the whole school. The RtI District Leader has visited and presented information about the new RtI process. She helped teachers with organizing and purging folders. Teachers were told to continue with older model until more information was shared. The RtI team has attended a workshop and is planning to share new information with the faculty on Nov. 10th.

October 27, 2014: Strategy 2: PLC's have discussed core instruction and how to include students in the core instruction. Adjustments have been made to the core instruction based on discussion from PLC's. Fall benchmarks have not been discussed at PLC's. Some grade levels have discussed these results, but some grade levels may not have had these discussions yet. Some interventions have started. Some more interventions will develop after the Nov. 10th presentation from the RtI team. Tier Plans are on hold until the Nov. 10th meeting. Parent conferences have been held and interventions were shared with parents. Parents and teachers used the older tier plans at this point.

October 27, 2014: Strategy 3: These strategies are yet to be addressed.

November 17, 2014: Strategy 1, Team discussed strategic monitoring and ensuring that students are put into AIMSWeb.

November 17, 2014: Strategy 2: The Team appreciated the problem solving method of the new tier paper work. In the meantime, teachers will continue with current paperwork and will continue moving Tier 2 kids to Tier 3 by meeting with the RtI team.

November 17, 2014: Strategy 3: Teachers are beginning to discuss students that are or not making progress through classroom and individual interventions and ways to provide additional interventions.

January 26, 2015: For Strategy 1, most action steps have been completed. There is a question about the status of the Master Spreadsheet. The curriculum coach was working on this, but she resigned and a new curriculum coach has just started. The RtI Team needs to share interventions/resourced available with the faculty at upcoming professional development in February.

January 26, 2015: For Strategy 2, the action steps are in progress. We could possibly improve the interventions teachers are using and finding a time when these interventions could happen. Core plus more is very difficult.

January 26, 2015: For Strategy 3, most action steps are in progress. We can improve our PLC meetings to meet more regularly and to specifically discuss interventions and their effectiveness.

March 30, 2015: For Strategy 1, most actions steps are completed or are in progress. We recognize the need to have a MasterSpreadsheet with all students that are on tiers, but this is not easy for the current RTI committee members to keep updated. We think updating this MasterSpreadsheet should be done in PLC meetings because it deals with tracking Tier II students. The RtI Team focuses on tracking Tier III students. We are unsure if the MasterSpreadsheet was updated in November. Discussion between caseworkers and teachers about which students should move to Tier III should be happening in PLC's. There was professional development that focused on research based interventions and strategies to improve "core" instruction, but we have not provided the faculty with "intervention flip-books."

March 30, 2015: For Strategy 2, we had professional development that focused on improving instruction. Teachers are working on improving "core" instruction to address the needs created by analysis of the MOY data.

March 30, 2015: For Strategy 3, the focus of recent PLC meetings has been on improving core instruction in literacy. PLC discussions have been about mclass, literacy support, strategies for the literacy "block", etc.

Based upon identified results, are any changes to current strategies anticipated?

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

Priority Goal #2 and Associated Strategies for Silk Hope School (K-8)

Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

Reading achievement will increase for all K-3 students by strengthening the overall literacy instructional framework / mClass Reading 3D assessments will be used

School Goal #2:	Implement the balanced literacy framework in all K-5 classrooms with an emphasis on guided reading groups and differentiation	
	Relevant CCS Goal	Relevant Objective
Supports this District Goal:	CCS Will Produce Globally Competitive Students	Objective 2

Target:	2015: 80% of K-5 students will be reading at or above grade level as measured by the EOY mClass assessments and 2015 EOG scores (A walkthrough form will be created to determine which components of balanced literacy are evident in each K-5 classroom over a two week period. Following an analysis of the results, the team will set a percentage for goal increase)	
Indicator:	mClass reading benchmark and progress monitoring data, EOG scores, book room inventory analysis, walkthroughs, PLC notes, teacher conferences	
Milestone Date:	November 2014, January 2015, March 2015, and May 2015	

Plan/Do

Strategy #1: Create a structure for the guided reading portion of the literacy block to enhance the teaching and learning of students working independently while guided reading groups are occurring.

Action Steps

1	Survey K-3 teachers to see who is interested in a Daily Five Book Study group.
2	Interested teachers will participate in monthly book study group and begin to adapt their classroom instruction using the Daily Five structure.
3	The book study group will decide on the facilitator for the monthly meetings.
4	K-3 teachers will develop a detailed plan to show all the components of a balanced literacy framework

Strategy #2: INVESTIGATE Recipe for Reading FOR K-3 classes.

Action Steps

1	Send a 1st and 2nd grade teacher to observe Recipe for Reading being used during literacy instruction.
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Action Steps

2	Secure funds from PTA in October for training a select number of teachers in November.
3	The trained teachers will share with K-3 teachers how Recipe for Reading can be applied in the classrooms.
4	Secure funds from PTA in October to buy supplies for one classroom teacher to use this year. This will be our "pilot" classroom.

Strategy #3: Increase the quality and quantity of resources by building a leveled book room.

Action Steps

1	A space will be designated for the leveled book room and bookshelves will be requested from the maintenance department.
2	Teachers will donate book sets that are in their classrooms to the book room.
3	K-3 teachers will work together at scheduled times to organize current collection of leveled books and assess the inventory.
4	The team will align books to one leveling system and post conversion charts
5	Secure funds from PTA to purchase baskets and books for the book room
6	Order six pack sets of leveled readers based on need identified during analysis of current collection

How will we fund these strategies?

Funding Source	Amount
School General Funds	10,000
School General Funds	3,000

Assigned Implementation Team:	Christa Morgan (chair), Tina Garrett, Kim Fuquay, Melissa Jenkins, Amy Leonard, Ashley Moore, Catherine Stewart
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Title I Components	
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Check

What data will be used to determine whether the strategies were deployed with fidelity?

Feedback during PLCs, administrator walkthroughs, classroom literacy block schedules

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

mClass benchmark data and EOG performance for 3rd graders

Act

What do data show regarding the results of the implemented strategies?

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

Based upon identified results, are any changes to current strategies anticipated?

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

October 20, 2014: Discussion of Literacy Framework and Daily 5. Proposal for staff development facilitator, Jennifer Jones to come in for professional development on literacy. Details and discussion ensued. Team discussed the importance of having teachers all on the same page, using same language and thought having the presenter come would be beneficial. Book room: How to pull resources together? Maintenance has been here to discuss installation of shelving. Team will need to pick a leveling system and create an alignment chart for the room.

10/27/14 For Strategy #1, we are putting the Book Study on hold for now. The K-5 teachers are focusing on the Balanced Literacy Framework at this time. We need to change Action Step 4 so that it will say k-5 teachers will develop a detailed plan to show all the components of a balanced literacy framework. This Action Step is on-going. Strategy #2 changed a little. We are sending a kindergarten teacher, a third grade teacher, and the reading specialist to the Recipe for Reading training in November (3rd-7th). Action Step #2 was done. Mrs. Brady-Andrew will secure funds for the supplies in the kindergarten classroom. For Strategy #3, Mrs. Brady-Andrew is making a decision about where the book room will be located. Once this decision is made and the room is ready, the Action Team will be able to organize the materials on shelves, level it using a consistent leveling system, and order books that are needed. The team is considering using Fountas and Pinnell for leveling K-5 fiction books and Lexile for leveling non-fiction and Middle School texts. Administration has the information needed to order the baskets for the books, but we will order once we know how many baskets are needed. K-3 teachers on the team will decide on the levels of books needed (K-levels A-D, First-levels E-I, Second- levels J-M, Third - levels N-Z). Mrs. Brady-Andrew will ask teachers to donate book sets to the book room so the team can level and organize these before ordering more books.

November 17, 2014: We are working on the development of the book room moving locations of the tech so that the room can be used. More books are available than previously thought and we need to get them all in one central location.

November 17, 2014: Strategy 2: Report on Recipe for Reading training: The structure for it makes it teacher friendly and some parts would be appropriate for K-5. Would be huge potential for us. Teachers trained have implemented parts of it in their classrooms already.

January 26, 2015:

Strategy #3: The Media Specialist would like a structure for easily finding books. She has started bar-coding/entering books, as a package for each book set, into the library system. Book sets are in the room and ready to be organized. Orient the books so that the lowest level starts the the left of the door as you enter and progresses around the

room from lowest to highest. Team will begin organization Feb 20@ 12:30/Feb 23 workday. Getting book leveling subscription from Fountas & Pinnell to support consistent leveling. Ordering of book sets will be considered once the current inventory is assessed.

Strategy #2: Partially implemented in classrooms of teachers that were trained. Considering implementation in K-2 at beginning of year with training over the summer. Decision/Dates to be made March 1.

Strategies #1: Teachers are working on including all components of the framework and it is being addressed in PLCs. Lit Framework Plans will be completed by March 30.

March 30, 2015

We are not working on the Daily Five because we are focusing on the Balanced Literacy Framework instead.

K-3 teachers did not develop a detailed plan to show all the components of a balanced literacy framework yet. We are working with Bongarten at this time to refine the Balanced Literacy Framework within our schedules. The K-3 teachers will develop this plan and have it ready for PLCs during the week of April 20th and 27th.

Christa (first grade) and Melissa (2nd grade) will go to Bonlee for half a day and observe Recipe for Reading. Angie-Brady Andrew will organize a substitute for coverage during these observations.

Catherine shared Red Words strategy and the Three part drill with 2nd grade. Kim showed Amy the Three Part Drill. Catherine is looking into possible training dates with the institution. Angie Brady-Andrew is looking into an on-site trainer from our County.

The books were donated and supplies are ready. The book room is ready for teachers to bag, level, and organize the sets. The request has been made for all teachers to volunteer time to organize these books and they will earn Eagle Time for this work. The six pack sets of leveled readers can not be purchased until the book room is completely organized and we can identify our needs.

Priority Goal #3 and Associated Strategies for Silk Hope School (K-8)

Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

Build leadership capacity in our staff and student body/perception data as well as student ,staff, and parent surveys will be used to gather data

School Goal #3:	Explore "Leader in Me" to evaluate the possible implementation of the program at our school.
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	Relevant CCS Goal	Relevant Objective
Supports this District Goal:	CCS Students Will Be Healthy and Responsible	Objective 2

Target:	That we will have a leadership program chosen to implement in future school years.
Indicator:	Checklists, pros and cons of various programs, parent/teacher/student surveys, discipline data, periodic safety inspection data
Milestone Date:	quarterly action team meetings

Plan/Do

Strategy #1:	Expand knowledge of the Leader in Me concept through communicating with a Franklin Covey representative and other Leader in Me schools.
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Action Steps	
1	Notify staff of our goal to have representative share about the Leader in Me concept
2	Contact Chad Smith from Franklin Covey to schedule a time when he can present to staff
3	Secure a date either during a teacher meeting, staff development, or on a workday
4	Visit AB Combs Elementary during a leadership day visit
5	Attend local leadership days (Bonlee, Siler City Elementary, Virginia Cross Elementary)
6	Invite a panel from a local Leader in Me school to share about the benefits for the students

Strategy #2:	Have an action team book study on "The Leader in Me."
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Action Steps	
1	Establish action team members
2	Purchase "Leader in Me" books

Action Steps

3	Set date to discuss the assigned readings.
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Strategy #3: Explore available alternate leadership development products in comparison and contrast to "Leader in Me"

Action Steps

1	Discuss with colleagues other possible options and opportunities
2	Research available products/programs
3	Share findings with the staff to determine next steps for the 15-16 school year

How will we fund these strategies?

Funding Source	Amount
School General Funds	1,000
School General Funds	

Assigned Implementation Team:	Zack English and Tania Poston (co-chairs), Dana Teague, Irion Dickerson, Krissy Keraga, Angie Clark, Angela Vanore, Sara Grigg, Kathy Vitaro, Abigail Harris, Nancy Lutfy, Ethan Luke, Kim Johnson
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Title I Components	
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Check

What data will be used to determine whether the strategies were deployed with fidelity?

Notes from action team members regarding visits, presentations, readings

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Survey staff regarding their interest level for 15-16 school year next steps

Act

What do data show regarding the results of the implemented strategies?

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

Chad Smith, a representative from Franklin covey will be presenting on LIM in January. There is a team of 6 that will attend the leadership Day at AB Combs in Raleigh on November 20, 2014. The books for the study group will be sent from a sister school in the next week.

November 17, 2014: LIM visit to AB Combs coming up this week. Team will begin book study next week as soon as the rest of the books are here.

March 30, 2015: A team of four (3 certified staff members and 1 classified staff member) attended the Leader in Me Symposium in Charleston, South Carolina. The action team started book blog on Leader in Me Book. A team from the school will also be attending local leadership days at VCE and SCE.

Based upon identified results, are any changes to current strategies anticipated?

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

Professional Development Plan

School Goal 1

Alignment

Related Strategies:	Strategy 1: Identify students who are below grade level and develop plans to target areas of need in reading
	Strategy 2: Implement interventions based on students identified through the RtI process
	Strategy 3: Monitor the progress students are making through classroom and individual interventions.

Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
October 2014 February 2015 April 2015	RtI: Problem Solving Approach / Strengthening Core Instruction	Darlene Reap Klosty	Silk Hope RtI Team Members	0	N/A
October 2014 February 2015 April 2015	RtI: Problem Solving Approach / Strengthening Core Instruction	Silk Hope RtI Team Members	Silk Hope Certified Staff	0	N/A

Effectiveness/Fidelity

Describe the skills or practices intended as outcomes of these sessions?

How will you evaluate the success of each of these sessions in meeting the intended outcomes?

Professional Development Plan

School Goal 2

Alignment

Related Strategies:	Strategy 1: Create a structure for the guided reading portion of the literacy block to enhance the teaching and learning of students working independently while guided reading groups are occurring.
	Strategy 2: INVESTIGATE Recipe for Reading FOR K-3 classes.
	Strategy 3: Increase the quality and quantity of resources by building a leveled book room.

Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
October 2014	Math Notebooking	Coach	3rd-8th Grade Math Teachers (Burks/Daniel/DeCristafaro/Johnson/White)	0	N/A
October 13, 2014	Data Notebooking	Admin/Coach	All Certified Staff	0	N/A

Effectiveness/Fidelity

Describe the skills or practices intended as outcomes of these sessions?

How will you evaluate the success of each of these sessions in meeting the intended outcomes?

Professional Development Plan

School Goal 3

Alignment

Related Strategies:	Strategy 1: Expand knowledge of the Leader in Me concept through communicating with a Franklin Covey representative and other Leader in Me schools.
	Strategy 2: Have an action team book study on "The Leader in Me."
	Strategy 3: Explore available alternate leadership development products in comparison and contrast to "Leader in Me"

Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
October - December 2014	Daily Five (structure for literacy block)	group facilitates	those interested in participating the book club	est. \$250	School Funds
October 2014	Observe Recipe for Reading being implemented in other schools/classrooms	curriculum coach	K-3 teachers	\$400 for subs	School Funds or PTA
November 2014	Recipe for Reading Training	Orton Gillingham Trainer	2-3 classroom teachers	\$3000	School Funds or PTA

Effectiveness/Fidelity

Describe the skills or practices intended as outcomes of these sessions?

How will you evaluate the success of each of these sessions in meeting the intended outcomes?