



Benhaven School

Lora Street
Principal

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Melissa Martin
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December 7, 2015

Harnett County School Board Members:

2015-2016 is the "Year of the Reflection" for our "Top Dog" work at Benhaven Elementary School. Our initial School Plan for Improvement was originally developed and submitted on October 28, 2015 to North Carolina Department of Public Instruction. Feedback from NCDPI was provided on November 3, 2015 based on the required criteria. There was no feedback provided by public stakeholders to consider. The Curriculum and Instruction Team met with our school leadership team on November 30, 2015 to discuss positive feedback and provide clarification of goals and strategies.

We have reviewed the plan within our school. Based on that input, we bring a revised final plan for your approval. Some of the differences when comparing the preliminary plan and the final plan are as follows:

- Data on suspensions for the past 3 years was added to the data analysis section.
- Attendance data was added for the past 3 years to establish a trend.
- For Goals 1, 2, and 3, we adjusted the percentage of increase based on feedback from NCDPI. Originally, our goal was a 10% increase. We amended this to a 2% increase to make our goal more realistic based on the past trends. We have designated specific individuals for leadership oversight per strategy as primary point of contact to consider effectiveness of strategy and progress monitoring the intent of the strategy based on data collection. This method also builds leadership capacity throughout the school.
- Goal 2, strategy 3, action step 4: Quarterly reflective summary provided by individual teachers regarding the choice of Instructional Rounds, quarterly review, or self-reflection videoing of lessons to determine the progress of implementation of professional development for balanced literacy. Reflective summary to include "National Board style reflective thinking". PLC and administrative follow-up will take place quarterly.
- We clarified how we will evaluate the effectiveness of our action steps. Feedback will be provided on the assignments in order to drive more rigorous instruction and assessments. Classroom teachers will discuss feedback in PLC meetings and make adjustments as needed based on feedback from the administrative team and their PLC discussions.
- We adjusted the language in Goal 3 for Science to clarify that the science goal is not just for fifth grade but for K-5. Specifically, efforts to reinforce vocabulary, include the scientific method as appropriate, utilize graphic organizers and vertical planning are listed.

The strengths of the plan lie in the reflective progress monitoring and the involvement of teachers as leaders to build capacity. Further growth will continue with support from district team members and a view from an external lens.

We thank you for your ongoing support as we work together to increase student achievement.

Respectfully,

Lora Street, Principal

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Benhaven Elementary School	#430312	2015-16
Principal Name (or Designee)	Lora Street	Principal Name (or Designee) Email	lstreet@harnett.k12.nc.us
School Mission	The mission of Benhaven Elementary School is to educate each student to be a physically, emotionally and academically able citizen, developing the skills and attitudes necessary to meet the challenges of a democratic society in the 21st century.		
School Vision	Benhaven Elementary School shall be a community-nurturing academic excellence for all students and demonstrating leadership in character development. This vision statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			
<p>(School Demographic Data)</p> <p>Benhaven Elementary School is a rural community school in the western part of Harnett County. Our school has approximately 532 students in grades PreK- 5th grade. Our certified staff includes 25 classroom teachers, 2 Exceptional Children Resource teachers, 1 1/2 ESL teachers, 2 Reading Recovery Teachers, 1 guidance counselor, an art, music, a PE teacher that are shared with another school, and 1 instructional coach. Our administrative staff consists of one principal, one assistant principal, one principal intern, and office support staff. Our ethnic makeup of students is: 56% White, 24% Hispanic, 12% Black or African American, 6% multiracial, and less than 1% for American Indian, Asian, and Native Hawaiian. Approximately 25% of our students are Federally Connected. With our close proximity to Fort Bragg, the majority of those students are military connected. In addition, our school implemented a new framework in all content areas for lesson design in 2015. We recognize that a new lesson design framework and several medical and family leaves (i.e. staff attendance) caused some challenges for daily instruction in the content area. We recognize that student attendance trends are a strength for us. We have led the district in attendance. Benhaven ranks first in the district for attendance based on attendance data for the past three years with a ratio 95.85. Our 3 Year Rank for the state is 898. We plan to continue our focus on attendance through our PBIS program that recognizes monthly attendance leaders and by recognizing students with perfect attendance during our 9 week awards and yearly awards programs. In addition, there are limited suspensions at our site, and thus, PBIS is a perfect fit to address behavioral issues that may potentially interfere with student achievement on an individual basis. In 2012-13 there were 17 suspensions among 12 students; 2013-14 there were 11 suspensions among 8 students; in 2014-15 there were 30 suspensions among 18 students. Our trend over the past 3 years is less than 1% of the student population has had out of school suspensions. We continue to work on our "Top Dog" PBIS program to reinforce expected behaviors. "Top Dog" recognizes students as leaders in the classroom and on the bus. Students are recognized monthly in our PBIS assembly program. We also use this program to reward attendance leaders in each grade level and the school.</p> <p>(Student Achievement Data: GROWTH AND PROFICIENCY AND AMO from NC Report Card and EVAAS)</p> <p>Our data team uses EOG, mClass, district benchmarks, formal and informal teacher data to gauge the progress of our students and look for areas to enrich or remediate in reading and math. Our trend for the past three years has shown that we need to continue to improve on meeting our targets in reading with all subgroups, especially our Hispanic and Students With Disabilities which is a focus for us through Title I. We have a large Hispanic population that receives services through our ESL program; however, this subgroup tests out of services around 3rd grade, even though support is still needed. We continue to monitor these students and reassess using WAPT testing if we have concerns. We reclassify students as LEP if they meet LEP criteria. Additionally, we use Leveled Literacy Intervention (LLI) for students reading below grade level. We use certified tutors for LLI instruction during the school day. We also use tutors during the day to work on reading and math skills. We need to continue to improve in math in the target areas of All and Students with Disabilities. After reviewing our data and trends, we will use common formative assessments to gauge student learning and remediate and/or enrich students. We did met all our subgroup targets in 2014-15 in math.</p> <p>In 2013-14 our school received a School Performance grade of C and we met our expected growth. In the 2014-2015 school year we received a school performance grade of a D and we did not meet expected growth. In the 14-15 school year the performance composite CCR was 37.7%, decreasing from 40.5% for the previous years. The performance composite GLP decreased from 50.2% in 2013-14 to 48.0% in 2014-2015. Our school's overall EVAAS growth index has fluctuated over the last three years (-2.11 in 2015 with growth that was not met; +0.51 in 2014 with growth that was met; -0.56 in 2013 with growth that was met).</p> <p>Math: Our EVAAS trend in math (-.4 in 2013; 1.1 in 2014, and -1.4 in 2015) shows that over a three year trend there is a drop in math growth and proficiency. On the Math EOG, third</p>			

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<p>grade achievement levels increased and remained above the district mean. Fourth and fifth grade scores decreased on an average of five percentage points. Our Hispanic subgroup met their AMO target for all three years while increasing the number of percentage points from 33.3 in 2012-2013 to 46.2 in 2014-2015. The EDS subgroup met their AMO target for all three years while increasing from 29.1 to 37.3 percentage points from 2012-2013 to 2014-2015. Our Black subgroup had significant decreases from 37.8% in 2012-2013 to 19.4 % in 2014-2015. Additionally, the SWD subgroup has experienced a drastic change in percentage points within the last three years. From 2012-2013 to 2013-2014 the SWD subgroup increased 9.7 points; however, from 2013-2014 to 2014-2015, there was a nine point decrease and the AMO target was not met for 2014-2015. (This data aligns to Goal #1.)</p> <p>Reading: Our EVAAS trend in reading over the past 3 years (2.2 in 2013; 0.5 in 2014, and -.5 in 2015) indicates a slow drop in reading growth and proficiency. On the Reading EOG, third grade and fifth grade achievement levels increased from 44.9% to 45.1% and 45.7% to 51.1% respectively, while the fourth grade experienced a decrease of approximately 10 points. The SWD subgroup increased from 5.7 percentage points from 2012-2013 to 2013-2014 and met their AMO targets. The EDS subgroup also gained percentage points and met the AMO target in 2012-2013 and 2013-2014. In 2014-2015, there was a decrease of 5.4 percentage points and the AMO target was not met. Black and Hispanic subgroups met their AMO targets for years 2012-2013 and 2013-2014; however, in 2014-2015 the Black subgroup experienced a decrease of 15.8 percentage points and the Hispanic subgroup decreased 13.5 points. Due to the significant decrease in percentage points, we did not meet our AMO target for these subgroups in 2014-2015. The White subgroup has not met the AMO target in the past three years. The decrease of 4.1 percentage points is relatively small in comparison to other subgroups. (This data aligns to Goal #2.)</p> <p>Science: Our EVAAS science trend for three years is significant evidence that the school's students made less progress than the Growth Standard. Fifth Grade Science EOG achievement levels have consistently been below the state target for all three years; however the percentage points have increased from 29.5% to 39.1% from the 2012-2013 school year to 2014-2015 school year. From 2012-2013 to 2014-2015, the Science AMO targets have not been met for any subgroups. Overall, the percentage points for all subgroups have increased from 29.5 to 39.1 in the past three years. The White subgroup increased significantly from 39.5 to 50 in 2012-2013 to 2013-2014. The EDS subgroup has steadily increased every year from 19.1 (2012-2013) to 25.6 (2013-2014) to 35.6 (2014-2015). Although our 2015 data shows a drop in Science, our three-year trend also indicates a need for improvement in this area. We have added a science goal to our Improvement Plan to address this trend (see Goal #3).</p>			

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Benhaven Elementary School	#430312	2015-16
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By the end of May 2016, student math performance will increase by 2% as determined by EOG data. This increase will be a result of delivering more rigorous math instruction. This increase will result in all subgroups, where we only met 8 out of 12 targets in 2014-15 school year, meeting all targets as done in previous years.		
	SBE Goal Alignment:	SBE Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	LEA Goal 1: Increase performance in all content areas through the use of Mr. Williams' K-12 District Non-Negotiables (as stated within the Harnett County Schools' 2013-15 Strategic Plan). 1- All student work will demonstrate that teachers connect standards to practice to assessment based on data analysis. 2- All student work will show evidence of rigor through a balance of real-world application, conceptual understanding, and fluent skills. 3- All student work will indicate that the needs of individual students are being met. 4- All student work will demonstrate both growth and proficiency; which will be communicated to parents. Goal 2: Increase frequency and quality of writing in all content areas. Goal 3: Increase proficiency with 21st Century skills (increase attendance-students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Has begun.	

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Harnett County Schools		Benhaven Elementary School	#430312	2015-16
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By the end of May 2016, student reading performance will increase by 2% as determined by EOG data. This increase will be a result of delivering more rigorous reading instruction. This increase will result in subgroups, where we only met 6 out of 12 targets in 2014-15 school year, meeting all targets.			
	SBE Goal Alignment:	SBE Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.		
	LEA Goal Alignment:	LEA Goal 1: Increase performance in all content areas through the use of Mr. Williams' K-12 District Non-Negotiables (as stated within the Harnett County Schools' 2013-15 Strategic Plan). 1- All student work will demonstrate that teachers connect standards to practice to assessment based on data analysis. 2- All student work will show evidence of rigor through a balance of real-world application, conceptual understanding, and fluent skills. 3- All student work will indicate that the needs of individual students are being met. 4- All student work will demonstrate both growth and proficiency; which will be communicated to parents. Goal 2: Increase frequency and quality of writing in all content areas. Goal 3: Increase proficiency with 21st Century skills (increase attendance-students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	Has begun.		
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By the end of May 2016, student science performance will increase by 2 % as determined by Science EOG data. This increase will be a result of delivering more rigorous science instruction with an emphasis on vocabulary. The increase will result in higher student achievement, proficiency and growth, in the 2015-2016 school year.			
	SBE Goal Alignment:	SBE Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.		
	LEA Goal Alignment:	LEA Goal 1: Increase performance in all content areas through the use of Mr. Williams' K-12 District Non-Negotiables (as stated within the Harnett County Schools' 2013-15 Strategic Plan). 1- All student work will demonstrate that teachers connect standards to practice to assessment based on data analysis. 2- All student work will show evidence of rigor through a balance of real-world application, conceptual understanding, and fluent skills. 3- All student work will indicate that the needs of individual students are being met. 4- All student work will demonstrate both growth and proficiency; which will be communicated to parents. Goal 2: Increase frequency and quality of writing in all content areas. Goal 3: Increase proficiency with 21st Century skills (increase attendance-students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).		
	Indistar Indicator: (if applicable)			

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Progress:	Progress Monitoring Status:	Has begun.			

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GOAL #1:	By the end of May 2016, student math performance will increase by 2% as determined by EOG data. This increase will be a result of delivering more rigorous math instruction. This increase will result in all subgroups, where we only met 8 out of 12 targets in 2014-15 school year, meeting all targets as done in previous years.		
Strategy #1: Describe the strategy that will support this goal	Utilize the Learning Focused framework with five high yield strategies, Higher -Order Thinking, Summarizing, Vocabulary, Graphic Organizers, and non-Verbal Representation. to increase the effectiveness of our lesson design and delivery. (Led by Early Adopters at K-2 (Cheri Stubbs) and 3-5 (Judy Barton).		
Progress:	Progress Monitoring Status:	Has begun.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	(1.)Analyze year two lesson plans and student work samples in weekly PLC's; tailor lesson plans to this year's students and make them more rigorous by refining Learning Focused activities and assignments around specific standards.		
	(2.)Utilize data notebooks and student exemplars with rubrics to help students evaluate their learning.		
	(3.)Continue to use our Learning Focused framework to ensure that the top 5 research based high -yield strategies are used daily:Higher -Order Thinking, Summarizing, Vocabulary, Graphic Organizers, and non-Verbal Representation.		
	Evidence: (Identify documents and artifacts)	Minutes from PLC meetings, K-2 Math Assessments, Math EOG data, formative math assessment data, formal and informal teacher data	
	Person(s) Responsible:	PLC's(Grade -Level and Vertical); Classroom Teachers; Administration	
	Timeline:	August 2015-May 2016	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	Collect feedback every two weeks and provide meaningful feedback with Learning Focused Math lesson plans. (Led by Lora Street.)		
Progress:	Progress Monitoring Status:	Has begun.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1. Administrative team will conduct classroom walkthroughs with data collection which will provide feedback to drive more rigorous instruction in classrooms. Classroom teachers will discuss feedback in PLC meetings and make adjustments as needed based on feedback from the administrative team and their PLC discussions.		
	2. Administrative team will collect Learning Focused assignments from each teacher and utilize a monitoring rubric in order to give meaningful feedback based on rigorous Learning Focused assignments which will enhance student achievement. Classroom teachers will discuss feedback in PLC meetings and make adjustments as needed based on feedback from the administrative team and their PLC discussions.		
	3. Administrative team will collect and review student work samples in order to check for rigor and understanding. Feedback will be provided on the assignments in order to drive more rigorous instruction and assessments. Classroom teachers will discuss feedback in PLC meetings and make adjustments as needed based on feedback from the administrative team and their PLC discussions.		
	4. Teacher will reflect on feedback and complete a quarterly reflective summary based on the feedback with action steps to improve rigor using NBPTS-style reflective thinking.		
	Evidence:	Walk through documents, lesson plans, assignments, classroom assessments, feedback to teachers	

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	(Identify documents and artifacts)						
	Person(s) Responsible:		Administration, classroom teachers				
	Timeline:		August 2015- May 2016				
	Budget Amount: (if applicable)				Budget Source: (if applicable)		
Strategy #3: Describe the strategy that will support this goal							
Progress:		Progress Monitoring Status:					
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.							
	Evidence: (Identify documents and artifacts)						
	Person(s) Responsible:						
	Timeline:						
	Budget Amount: (if applicable)				Budget Source: (if applicable)		

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Harnett County Schools	Benhaven Elementary School	#430312	2015-16
GOAL #2:	By the end of May 2016, student reading performance will increase by 2% as determined by EOG data. This increase will be a result of delivering more rigorous reading instruction. This increase will result in subgroups, where we only met 6 out of 12 targets in 2014-15 school year, meeting all targets.		
Strategy #1: Describe the strategy that will support this goal	Utilize the Learning Focused framework to increase the effectiveness of our lesson design and delivery. (Led by Melissa Martin.)		
Progress:	Progress Monitoring Status:	Has begun.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	(1.) Analyze year-two lesson plans and student work samples in PLC's; tailor them to this year's students and make them more rigorous (by refining Learning Focused activities and assignments around specific standards. (2.) Utilize data notebooks and student exemplars to help students evaluate their learning. (3.) Continue to utilize our Learning Focused framework to ensure that the top 5 high-yield strategies are used daily: Higher -Order Thinking, Summarizing, Vocabulary, Graphic Organizers, and Non-Verbal Representation.		
	Evidence: (Identify documents and artifacts)	Minutes from PLC meetings, K-2 assessments, mClass, EOG data, formative assessment data	
	Person(s) Responsible:	PLC's (Grade Level and Vertical); Classroom Teachers	
	Timeline:	August 2015-May 2016	
	Budget Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	Differentiate professional development in literacy to enhance the learning progression of vertical balanced literacy. (Led by Amy Thomas.)		
Progress:	Progress Monitoring Status:	Has begun.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	(1.) Provide staff development based on individual teacher needs to deepen understanding of the components of literacy components and how they fit together to ensure the balance of literacy instruction. (2.) Kindergarten and First Grade teachers will participate in staff development to understand the principles and strategic actions of Reading Recovery. (3.) Second Grade teachers will participate in staff development on improving comprehension skills, making connections, and integrating writing throughout the content areas. (4.) Third, Fourth and Fifth grade teachers will participate in staff development on deepening the meaning in reading and writing throughout the content areas.		
	Evidence: (Identify documents and artifacts)	Minutes from PLC meetings, K-2 assessments, mClass, EOG data, formative assessment data, lesson plans	
	Person(s) Responsible:	Reading Recovery Lead Teachers, Instructional Coach	
	Timeline:	August 2015-May 2016	
	Budget Amount: (if applicable)		Budget Source: (if applicable)

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Harnett County Schools	Benhaven Elementary School	#430312	2015-16
Strategy #3: Describe the strategy that will support this goal	Provide meaningful feedback with Learning Focused Reading lesson plans. (Led by Angela Bowden.)		
Progress:	Progress Monitoring Status:	Has begun.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1. Administrative team will conduct classroom walkthroughs with data collection which will provide feed back to drive more rigorous instruction in classrooms. Classroom teachers will discuss feedback in PLC meetings and make adjustments as needed based on feedback from the administrative team and their PLC discussions. 2. Administrative team will collect Learning Focused assignments from each teacher and utilize a monitoring rubric in order to give meaningful feedback based on rigorous Learning Focused assignments which will enhance student achievement. Classroom teachers will discuss feedback in PLC meetings and make adjustments as needed based on feedback from the administrative team and their PLC discussions. 3. Administrative team will collect and review student work samples in order to check for rigor and understanding. Feedback will be provided on the assignments in order to drive more rigorous instruction and assessments. Classroom teachers will discuss feedback in PLC meetings and make adjustments as needed based on feedback from the administrative team and their PLC discussions. 4. Teacher will reflect on feedback and complete a quarterly reflective summary based on the feedback with action steps to include choice of Instructional Rounds, Self-Reflection Video, or Quarterly Review Conference - with PLC and Administrative follow-up.		
	Evidence: (Identify documents and artifacts)	Walk through documents, lesson plans, assignments, classroom assessments	
	Person(s) Responsible:	Administration, classroom teachers	
	Timeline:	August 2015-May 2016	
	Budget Amount: (if applicable)		Budget Source: (if applicable)

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
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GOAL #3:	By the end of May 2016, student science performance will increase by 2 % as determined by Science EOG data. This increase will be a result of delivering more rigorous science instruction with an emphasis on vocabulary. The increase will result in higher student achievement, proficiency and growth, in the 2015-2016 school year.		
Strategy #1: Describe the strategy that will support this goal	Provide meaningful feedback with Learning Focused lesson plans in science. (Led by Grade Level Chairs as follows: K- Christal Honeycutt, 1st - Amanda Coble, 2nd - Nichole Vought, 3rd - Amber Ross, 4th - Heather Osborne, 5th - Martha Rhodes)		
Progress:	Progress Monitoring Status:	Has begun.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1. Administrative team will conduct classroom walk-throughs with data collection which will provide feed back to drive more rigorous instruction in classrooms. Classroom teachers will discuss feedback in PLC meetings and make adjustments as needed based on feedback from the administrative team and their PLC discussions.		
	2. Administrative team will collect Learning Focused assignments from each K-5 teacher and utilize a monitoring rubric in order to give meaningful feed back based on rigorous Learning Focused assignments which will enhance student achievement in all grade levels. Classroom teachers will discuss feedback in PLC meetings and make adjustments as needed based on feedback from the administrative team and their PLC discussions.		
	3. Administrative team will collect and review student work samples in each grade level in order to check for rigor and understanding. Feedback will be provided on the assignments in order to drive more rigorous instruction and assessments in K-5. Classroom teachers will discuss feedback in PLC meetings and make adjustments as needed based on feedback from the administrative team and their PLC discussions.		
	Evidence: (Identify documents and artifacts)	Walk through documents, lesson plans, assignments, classroom assessments	
	Person(s) Responsible:	Administration, classroom teachers	
Timeline:	August 2015-May 2016		
Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	Use the five research based high yield strategies: Higher Order Thinking, Vocabulary, Summarizing, Graphic Organizers, and Non Verbal Representation, to teach science concepts. (Led by Grade Level Chairs as follows: K- Christal Honeycutt, 1st - Amanda Coble, 2nd - Nichole Vought, 3rd - Amber Ross, 4th - Heather Osborne, 5th - Martha Rhodes)		
Progress:	Progress Monitoring Status:	Has begun.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1. Use the scientific method in all K-5 classrooms to model and/or demonstrate science concepts using hands-on representations to reinforce concepts taught..		
	2. In K-5 classrooms, have students summarize their observations and conclusions of teacher lead and/or student lead experiments.		
	3. Reinforce vocabulary K-5 grade through picture and word visualization to help students make connections of science terms and concepts.		
Evidence: (Identify documents and artifacts)	graphic organizers, vocabulary charts and word walls, student work, lesson plans		
Person(s) Responsible:	classroom teacher, administration, instructional coach, technology facilitator, media coordinator		

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		Timeline:		August 2015- May 2016			
		Budget Amount: (if applicable)		2,000.00		Budget Source: (if applicable) science funds/ local funds	
Strategy #3: Describe the strategy that will support this goal							
Progress:		Progress Monitoring Status:					
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.							
		Evidence: (Identify documents and artifacts)					
		Person(s) Responsible:					
		Timeline:					
		Budget Amount: (if applicable)				Budget Source: (if applicable)	