

# **Battlefield Primary SIP 14-15**

Battlefield Primary School

Catoosa County School System

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# Overview

**Plan Name**

Battlefield Primary SIP 14-15

**Plan Description**

Comprehensive Plan for 14-15

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name   | Goal Details                                    | Goal Type      | Total Funding |
|---|---|---|----------------|---------------|
| 1 | All parents of Battlefield Primary School students will be encouraged to participate in school sponsored activities.                      | Objectives: 1<br>Strategies: 2<br>Activities: 2 | Organizational | \$0           |
| 2 | All students at Battlefield Primary will be introduced to the Career Clusters as outlined by the Georgia Department of Education.         | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic       | \$0           |
| 3 | All faculty will integrate technology into their instruction on a regular basis.  | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | \$13718       |
| 4 | All students at Battlefield Primary will improve their understanding of the Mathematics standards during the 14-15 school year.           | Objectives: 3<br>Strategies: 2<br>Activities: 2 | Academic       | \$0           |
| 5 | All students at Battlefield Primary will improve their understanding of the Language Arts/Reading standards during the 14-15 school year. | Objectives: 3<br>Strategies: 4<br>Activities: 4 | Academic       | \$0           |
| 6 | All students at Battlefield Primary will participate in personal academic goal setting during the 14-15 school year.                      | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic       | \$0           |

## Goal 1: All parents of Battlefield Primary School students will be encouraged to participate in school sponsored activities.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase parent involvement during the 2014-15 school year by 05/22/2015 as measured by the number of parents that attend a school sponsored activity.

### Strategy 1:

Parent Workshops - A minimum of 8 workshops will be held during the school year. These workshops will be designed around the needs of families. Workshops will be held at various times throughout the year as well as different times during the day to accommodate for working families. Notices of these events will be sent home in student folders, posted on the school website, notices in the Cub Report and text reminders. Surveys will be collected at the end of each workshop to determine the effectiveness of the program and the topics suggested for future workshops.

Research Cited: Epstein asserts that the 3 spheres of influence on a child is dependent upon communication between all three, one of which is the parents

| Activity - Survey  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------|------------|------------|-------------------|---------------------|--------------------|
| A beginning of the year survey will be conducted to determine the interest and need areas from parents. This information will be compiled in order to plan workshops that meet the identified need of parents. | Parent Involvement | 08/18/2014 | 05/22/2015 | \$0               | No Funding Required | Parent Coordinator |

### Strategy 2:

Volunteer Opportunities - Parents will be given information regarding a variety of ways that they can volunteer at Battlefield Primary School. Volunteer opportunities will be varied in type, difficulty and duration. Opportunities will include but are not limited to: participation in the development of the School Improvement Plan, working at the Fall Festival, gathering Silent Auction items, reading a story to a classroom, home room mom/dad, preparation and delivery of Snack Sacks, assisting with the implementation and administration of school wide fund raisers, preparing teacher materials at home or at school, securing donations from local businesses, helping on field trips, assisting at the Book Fair, assisting with the Santa Shop and assisting in the computer lab. The Parent Coordinator will organize and supervise these events as well as collect data regarding the number of individuals that volunteer.

Research Cited: volunteering can be placed under one of the 3 spheres in the communication component referenced by Epstein

| Activity - Monitor Parent Involvement   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------|------------|------------|-------------------|---------------------|--------------------|
| The Parent Coordinator will monitor the use of parent volunteers. Any identified need will be directed to the Parent Coordinator who will then secure parents to complete the task. | Parent Involvement | 08/18/2014 | 05/22/2015 | \$0               | No Funding Required | Parent Coordinator |

## Goal 2: All students at Battlefield Primary will be introduced to the Career Clusters as outlined by the Georgia Department of Education.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

100% of Kindergarten, First and Second grade students will collaborate to participate in lessons regarding the Career Clusters in Career & Technical by 05/22/2015 as measured by Data Collection.

### Strategy 1:

Classroom Lessons - The School Counselor will conduct classroom lessons that expose and educate the students on the 3 groups of Career Clusters for their grade level. Absent students will be included in lessons with another class in order to achieve 100% participation.

Research Cited: under the umbrella of instructional strategies. students knowledge of certain career paths will begin at this level and then be built upon in future grade levels

| Activity - Monitor the Implementation of the Career Cluster Lessons  | Activity Type                  | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible               |
|--|--------------------------------|------------|------------|-------------------|---------------------|---------------------------------|
| Classroom lessons will be conducted on each of the 3 cluster groups for each grade level. The School Counselor will monitor which students are receiving this instruction. Absent students will receive the instruction with another class or in a private lesson. | Career Preparation/Orientation | 08/18/2014 | 05/22/2015 | \$0               | No Funding Required | School Counselor Administration |

## Goal 3: All faculty will integrate technology into their instruction on a regular basis.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

demonstrate a behavior by teachers incorporating technology into their lessons a minimum of once a week. by 05/22/2015 as measured by survey results, and walkthrough observations by the administration..

### Strategy 1:

Integration of Technology - All classrooms have Promethean/ Smart boards, and projectors. All classes will have access to Ipads to utilize in instruction. The number will be determined by the student makeup of each class. Students will have a weekly computer lab class with a certified Title I Computer Lab teacher. Teachers will be required to show their use of these tools in their lesson plans. Funding for this technology will come from state funds, PTO fundraisers and Title I.

Research Cited: as referenced on pg. 22 of the facts sheet of the TKES/LKES guide, the integration of technology has been associated with better academic achievement

| Activity - Integration of Technology | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

|   |            |            |            |         |             |                                     |
|---|------------|------------|------------|---------|-------------|-------------------------------------|
| Administration and Academic Coach will monitor the implementation of technology during classroom observations and walkthroughs. A schedule will be completed for the use of the computer lab as well as documentation in teacher lesson plans | Technology | 08/18/2014 | 05/22/2015 | \$13718 | State Funds | Administration<br>Academic<br>Coach |
|---|------------|------------|------------|---------|-------------|-------------------------------------|

## **Goal 4: All students at Battlefield Primary will improve their understanding of the Mathematics standards during the 14-15 school year.**

This plan includes progress notes which are at the very end of this document

### **Measurable Objective 1:**

80% of Kindergarten grade students will demonstrate a proficiency of at least 35% growth in their understanding of the standards in Mathematics by 05/22/2015 as measured by the SLO Math Kindergarten assessment..

### **(shared) Strategy 1:**

Math Workshop Model - The students will be grouped based upon the data from this screening assessment. Progress monitoring will occur on a regular basis. This will assist with the differentiated instruction that will occur to move the students towards a mastery of the standards. The teachers will meet with the academic coach on a regular basis to discuss data, student progress, and interventions.

Research Cited: unknown

| Activity - progress monitoring  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                  |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| Teachers will progress monitor students on a regular basis to determine individual needs. Student groups will be created and adjusted in order for differentiating purposes. The academic coach will meet with the teachers on a regular basis to discuss how progress is being made. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | District Funding  | classroom teachers, academic coach, administration |

### **(shared) Strategy 2:**

Kagan Structures/Critical Thinking - The academic coach will continue in her training of teachers in the utilization of Kagan structures. The teachers will then use these structures throughout the day to help the students with higher order thinking. The administration will monitor the implementation of the Kagan structures during the walk throughs and formal observations that are required through the TKES process.

Research Cited: unknown

| Activity - monitoring the implementation of the Kagan structures   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                   |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Administration will monitor the implementation of the Kagan Structures during classroom observations and walkthroughs. The academic coach will follow up with any additional training needed to any individual or group. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | No Funding Required | Administration , academic coach, classroom teachers |

**Measurable Objective 2:**

80% of First grade students will demonstrate a proficiency of at least 35% growth in their understanding of the standards in Mathematics by 05/22/2015 as measured by the STAR MATH program..

**(shared) Strategy 1:**

Math Workshop Model - The students will be grouped based upon the data from this screening assessment. Progress monitoring will occur on a regular basis. This will assist with the differentiated instruction that will occur to move the students towards a mastery of the standards. The teachers will meet with the academic coach on a regular basis to discuss data, student progress, and interventions.

Research Cited: unknown

| Activity - progress monitoring  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                  |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| Teachers will progress monitor students on a regular basis to determine individual needs. Student groups will be created and adjusted in order for differentiating purposes. The academic coach will meet with the teachers on a regular basis to discuss how progress is being made. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | District Funding  | classroom teachers, academic coach, administration |

**(shared) Strategy 2:**

Kagan Structures/Critical Thinking - The academic coach will continue in her training of teachers in the utilization of Kagan structures. The teachers will then use these structures throughout the day to help the students with higher order thinking. The administration will monitor the implementation of the Kagan structures during the walk throughs and formal observations that are required through the TKES process.

Research Cited: unknown

| Activity - monitoring the implementation of the Kagan structures   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                   |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Administration will monitor the implementation of the Kagan Structures during classroom observations and walkthroughs. The academic coach will follow up with any additional training needed to any individual or group. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | No Funding Required | Administration , academic coach, classroom teachers |

**Measurable Objective 3:**

80% of Second grade students will demonstrate a proficiency of at least 35% growth in their understanding of the standards in Mathematics by 05/22/2015 as measured by the STAR MATH program..

**(shared) Strategy 1:**

Math Workshop Model - The students will be grouped based upon the data from this screening assessment. Progress monitoring will occur on a regular basis. This will assist with the differentiated instruction that will occur to move the students towards a mastery of the standards. The teachers will meet with the academic coach on a regular basis to discuss data, student progress, and interventions.

Research Cited: unknown



| Activity - progress monitoring  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                  |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| Teachers will progress monitor students on a regular basis to determine individual needs. Student groups will be created and adjusted in order for differentiating purposes. The academic coach will meet with the teachers on a regular basis to discuss how progress is being made. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | District Funding  | classroom teachers, academic coach, administration |

**(shared) Strategy 2:**

Kagan Structures/Critical Thinking - The academic coach will continue in her training of teachers in the utilization of Kagan structures. The teachers will then use these structures throughout the day to help the students with higher order thinking. The administration will monitor the implementation of the Kagan structures during the walk throughs and formal observations that are required through the TKES process.

Research Cited: unknown

| Activity - monitoring the implementation of the Kagan structures   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                   |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Administration will monitor the implementation of the Kagan Structures during classroom observations and walkthroughs. The academic coach will follow up with any additional training needed to any individual or group. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | No Funding Required | Administration , academic coach, classroom teachers |

## **Goal 5: All students at Battlefield Primary will improve their understanding of the Language Arts/Reading standards during the 14-15 school year.**

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

80% of Kindergarten grade students will demonstrate a proficiency of at least 35% growth in their understanding of the standards in Reading by 05/22/2015 as measured by STAR Early Literacy..

**(shared) Strategy 1:**

Flexible Grouping - Data will be collected from the initial Early Literacy (SLO) assessment. Students will be grouped based on their need for either enrichment or intervention. Progress monitoring, which will occur on a regular basis that will indicate where differentiation should take place in order to move the students towards their mastery of the standards. Meetings with the academic coach will occur on a regular basis to discuss the process.

Research Cited: unknown

| Activity - Differentiated Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|  |                          |            |            |     |                     |  |
|--|--------------------------|------------|------------|-----|---------------------|--|
| Progress Monitoring data will be collected and utilized to group students in a way that meets their individual unique needs in order to move them toward the mastery of standards. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0 | No Funding Required | classroom teachers, academic coach, administration |
|--|--------------------------|------------|------------|-----|---------------------|--|

**(shared) Strategy 2:**

Kagan Structures/Critical Thinking - All teachers will continue to be trained in the use of Kagan structures. This will be done on a regular basis to improve the student's higher order/critical thinking skills. The monitoring of this will be done by the administration of the school through the use of the TKES walk throughs and observations.

Research Cited: unknown

| Activity - Continued implementation of Kagan Structures   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                   |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Administration and academic coach will monitor the implementation of the Kagan structures in the classroom. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | No Funding Required | administration , academic coach, classroom teachers |

**(shared) Strategy 3:**

Guided Reading - Data will be collected from the Early Lit. ( SLO) assessment at the beginning of the year. Students will be grouped based on the intervention/enrichment needed. Progress monitoring, which will occur at least once a month, will be coupled with differentiated instruction to help ensure the students mastery of the standards. The teachers will meet with the academic coach on a regular basis to discuss the process.

Research Cited: unknown

| Activity - Differentiated Instruction   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                  |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Progress monitoring data will be collected and used to group students in order to meet their needs. This will aid the students in the mastery of the standards. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | No Funding Required | classroom teachers, academic coach, administration |

**Measurable Objective 2:**

80% of First grade students will demonstrate a proficiency of at least 35% growth in their understanding of the standards in Reading by 05/22/2015 as measured by STAR Early Literacy..

**(shared) Strategy 1:**

Flexible Grouping - Data will be collected from the initial Early Literacy (SLO) assessment. Students will be grouped based on their need for either enrichment or intervention. Progress monitoring, which will occur on a regular basis that will indicate where differentiation should take place in order to move the students towards their mastery of the standards. Meetings with the academic coach will occur on a regular basis to discuss the process.

Research Cited: unknown

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| Activity - Differentiated Instruction  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                  |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Progress Monitoring data will be collected and utilized to group students in a way that meets their individual unique needs in order to move them toward the mastery of standards. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | No Funding Required | classroom teachers, academic coach, administration |

**(shared) Strategy 2:**

Kagan Structures/Critical Thinking - All teachers will continue to be trained in the use of Kagan structures. This will be done on a regular basis to improve the student's higher order/critical thinking skills. The monitoring of this will be done by the administration of the school through the use of the TKES walk throughs and observations.

Research Cited: unknown

| Activity - Continued implementation of Kagan Structures   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                   |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Administration and academic coach will monitor the implementation of the Kagan structures in the classroom. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | No Funding Required | administration , academic coach, classroom teachers |

**(shared) Strategy 3:**

Guided Reading - Data will be collected from the Early Lit. ( SLO) assessment at the beginning of the year. Students will be grouped based on the intervention/enrichment needed. Progress monitoring, which will occur at least once a month, will be coupled with differentiated instruction to help ensure the students mastery of the standards. The teachers will meet with the academic coach on a regular basis to discuss the process.

Research Cited: unknown

| Activity - Differentiated Instruction   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                  |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Progress monitoring data will be collected and used to group students in order to meet their needs. This will aid the students in the mastery of the standards. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | No Funding Required | classroom teachers, academic coach, administration |

**Measurable Objective 3:**

80% of Second grade students will demonstrate a proficiency of at least 35% growth in their understanding of the standards in Reading by 05/22/2015 as measured by by STAR Reading.

**(shared) Strategy 1:**

Kagan Structures/Critical Thinking - All teachers will continue to be trained in the use of Kagan structures. This will be done on a regular basis to improve the student's higher order/critical thinking skills. The monitoring of this will be done by the administration of the school through the use of the TKES walk throughs and observations.

Research Cited: unknown

| Activity - Continued implementation of Kagan Structures   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                   |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Administration and academic coach will monitor the implementation of the Kagan structures in the classroom. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | No Funding Required | administration , academic coach, classroom teachers |

**(shared) Strategy 2:**

Guided Reading - Data will be collected from the Early Lit. ( SLO) assessment at the beginning of the year. Students will be grouped based on the intervention/enrichment needed. Progress monitoring, which will occur at least once a month, will be coupled with differentiated instruction to help ensure the students mastery of the standards. The teachers will meet with the academic coach on a regular basis to discuss the process.

Research Cited: unknown

| Activity - Differentiated Instruction   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                  |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Progress monitoring data will be collected and used to group students in order to meet their needs. This will aid the students in the mastery of the standards. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | No Funding Required | classroom teachers, academic coach, administration |

**Strategy 3:**

Flexible Groupings - Data will be collected from the beginning of the year STAR Reading assessment. Students will be grouped based on the intervention/enrichment needed. Progress monitoring will be coupled with differentiated instruction in order to move students toward mastery of standards. Teachers will meet with the Academic Coach on a regular basis to discuss data, progress and needed interventions.

Research Cited: unknown

| Activity - Differentiated Instruction  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                   |
|--|--------------------------|------------|------------|-------------------|-------------------|---|
| Progress Monitoring data will be collected and utilized to group students in a way that meets their individual unique needs in order to move them toward the mastery of standards. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | District Funding  | Academic Coach, Administration , Classroom Teachers |

**Goal 6: All students at Battlefield Primary will participate in personal academic goal setting during the 14-15 school year.**

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

100% of Kindergarten, First and Second grade students will collaborate to establish a reasonable lexile target goal in Reading by 05/22/2015 as measured by STAR Early Literacy, STAR Reading and the Accelerated Reading Program.

**Strategy 1:**

Individual Conferencing - Classroom teachers will conduct individual conferences with students on a regular basis. Current reading levels will be reviewed. The student will be encouraged to choose a reasonable target goal that will move them toward the next Lexile level.

| Activity - Progress Monitoring  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------|-------------------|--------------------|
| The classroom teacher and the student will review progress monitoring data on a regular basis to determine if the proposed goal is achievable or needs to be reevaluated. | Academic Support Program | 08/18/2014 | 05/22/2015 | \$0               | District Funding  | Classroom teachers |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### State Funds

| Activity Name             | Activity Description  | Activity Type | Begin Date | End Date   | Resource Assigned | Staff Responsible                |
|---------------------------|---|---------------|------------|------------|-------------------|----------------------------------|
| Integration of Technology | Administration and Academic Coach will monitor the implementation of technology during classroom observations and walkthroughs. A schedule will be completed for the use of the computer lab as well as documentation in teacher lesson plans | Technology    | 08/18/2014 | 05/22/2015 | \$13718           | Administration<br>Academic Coach |
| <b>Total</b>              |   |               |            |            | <b>\$13718</b>    |                                  |

### District Funding

| Activity Name              | Activity Description  | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|----------------------------|---|--------------------------|------------|------------|-------------------|--|
| Progress Monitoring        | The classroom teacher and the student will review progress monitoring data on a regular basis to determine if the proposed goal is achievable or needs to be reevaluated.   | Academic Support Program | 08/18/2014 | 05/22/2015 | \$0               | Classroom teachers                                       |
| progress monitoring        | Teachers will progress monitor students on a regular basis to determine individual needs. Student groups will be created and adjusted in order for differentiating purposes. The academic coach will meet with the teachers on a regular basis to discuss how progress is being made. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | classroom teachers,<br>academic coach,<br>administration |
| Differentiated Instruction | Progress Monitoring data will be collected and utilized to group students in a way that meets their individual unique needs in order to move them toward the mastery of standards.  | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | Academic Coach,<br>Administration,<br>Classroom Teachers |
| <b>Total</b>               |   |                          |            |            | <b>\$0</b>        |  |

### No Funding Required

| Activity Name              | Activity Description  | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|----------------------------|---|--------------------------|------------|------------|-------------------|--|
| Differentiated Instruction | Progress monitoring data will be collected and used to group students in order to meet their needs. This will aid the students in the mastery of the standards. | Academic Support Program | 08/11/2014 | 05/22/2015 | \$0               | classroom teachers,<br>academic coach,<br>administration |

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|  |  |                                |            |            |            |   |
|--|--|--------------------------------|------------|------------|------------|---|
| Monitor the Implementation of the Career Cluster Lessons | Classroom lessons will be conducted on each of the 3 cluster groups for each grade level. The School Counselor will monitor which students are receiving this instruction. Absent students will receive the instruction with another class or in a private lesson. | Career Preparation/Orientation | 08/18/2014 | 05/22/2015 | \$0        | School Counselor Administration                     |
| Survey   | A beginning of the year survey will be conducted to determine the interest and need areas from parents. This information will be compiled in order to plan workshops that meet the identified need of parents.   | Parent Involvement             | 08/18/2014 | 05/22/2015 | \$0        | Parent Coordinator                                  |
| monitoring the implementation of the Kagan structures    | Administration will monitor the implementation of the Kagan Structures during classroom observations and walkthroughs. The academic coach will follow up with any additional training needed to any individual or group.   | Academic Support Program       | 08/11/2014 | 05/22/2015 | \$0        | Administration , academic coach, classroom teachers |
| Differentiated Instruction                               | Progress Monitoring data will be collected and utilized to group students in a way that meets their individual unique needs in order to move them toward the mastery of standards.   | Academic Support Program       | 08/11/2014 | 05/22/2015 | \$0        | classroom teachers, academic coach, administration  |
| Monitor Parent Involvement                               | The Parent Coordinator will monitor the use of parent volunteers. Any identified need will be directed to the Parent Coordinator who will then secure parents to complete the task.  | Parent Involvement             | 08/18/2014 | 05/22/2015 | \$0        | Parent Coordinator                                  |
| Continued implementation of Kagan Structures             | Administration and academic coach will monitor the implementation of the Kagan structures in the classroom.  | Academic Support Program       | 08/11/2014 | 05/22/2015 | \$0        | administration , academic coach, classroom teachers |
| <b>Total</b>   |  |                                |            |            | <b>\$0</b> |   |

## Progress Notes

| Type | Name | Status | Comments | Created On | Created By |
|------|------|--------|----------|------------|------------|
|------|------|--------|----------|------------|------------|