Greenfield Elementary School

2015-16 School Improvement Plan

Greenfield Elementary School

6343 KNIGHTS LN N, Jacksonville, FL 32216

http://www.duvalschools.org/greenfield

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	No	63%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	62%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	A

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	[Wayne Green](#)
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To create a positive and secure environment for learning in a changing community where staff and students strive to meet their highest potential.

Provide the school's vision statement

A community working together to meet the needs of ALL students.

School Environment

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

At the beginning of each school year, we conduct an orientation in which parents can come to visit their child's new school and classroom. We also conduct Open House to learn more about our students. We have various nightly events, some educational and some just for relationship building each month, as to build relationships not only with our students, but with the entire family unit. We have an ELL paraprofessional, who is our school's contact for ELL families. She is an added benefit to our community, as she translates and informs us about the various cultures within our building, so that we can better serve these students and continue building relationships with them. We also conduct a Multicultural Fair during the spring time of the school year in which we celebrate our diversity as a school. This year, we have increased our ELL population to well over 100 students, and we're in the process of requesting a Burmese paraprofessional, as we have an increased population this school year.

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

We conduct a behavior assembly at the beginning of the school year and after the students return from winter break. In these meetings, we discuss respect, civility, behavior expectations and the school we all want to be a part of as school citizens. We conduct Citizen of the Month ceremonies for students who are at or above standard in displaying conduct that's conducive to learning at all times, spotlighting various character traits. These are awards given to children who display high standards of respect, kindness, generosity, cooperation, charity, honesty, etc... We also pass out Dolphin Dollars to those students who are model students. The class that earns the most Dolphin Dollars each month receives a classroom incentive. We have awards assemblies, in which students who earn an "A" in conduct are recognized before the entire grade level. We have Distinguished Dolphins (positive referrals) to highlight positive behavior. We have developed our school's safe school plan (PBIS) to help us further develop the positive traits and characteristics within our students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The AP and I conduct behavior assemblies twice a year, informing students of the established behavior expectations and consequences of their actions when behavior standards are and are not met. The teachers are briefed on the behavior standards, the implementation of CHAMPS and

understanding the new universal referral implemented by the district. We have also built in many positives within our behavior plan: Citizen of the Month Award, Dolphin Dollars given to students who meet and exceed behavior standards, Spirit Sticks for behavior at awards assemblies, conduct marks on the report card, etc....

Our part time ISSP Coordinator conferences with students who are habitual offenders, and they also receive counseling and group sessions with our school's Guidance Counselor. She has various groups at different grade levels that she counsels on a daily, weekly or bi-weekly basis.

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

Our school's counselor conducts weekly and bi-weekly sessions with students who are having major social emotional issues. She also has a reward system built within her program for students who are improving in their behavior. We have a BIG Brothers/Sisters program implemented within our overall program for students who are having major academic and/or social emotional problems. We have seniors from Englewood High School mentoring these students weekly. We are also deeply connected to the Englewood Full Service, and they provide consistent services to students who are referred by their teachers. Ms. Luck, our school's guidance counselor, is the liaison for our school.

Early Warning Systems

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

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

For those students who are attending school less than 90% of the time, they are immediately referred to the Attendance Intervention Team (AIT). A meeting is held with the counselor, the interventionist and the parent. A contract is developed, in an effort to improve the student's attendance to school and the parent is given several strategies in which to use for improvement, also. For those students who make perfect attendance, they are given certificates at the end of each nine weeks period. If they earn perfect attendance the entire year, they are given a special incentive/reward.

Children are strategically placed throughout the grade level if they have been unsuccessful in math and reading, if they have failed a grade and/or they earned a level 1 on state assessment. This is strategically done, so the students can receive intensive remediation as a part of their daily instructional paths. These students are also identified as ones who will receive more intensive help from the classroom teacher during center rotations. In these groups, the teacher utilizes on time data to differentiate according to need. In skills groups this year, we are focusing a lot of our efforts on using the iReady Toolkit, TTS materials, FCRR activities, Envision Remediation math kits, etc... We will also be hiring a part time interventionist for grades 3 - 5, as to work with students who are below grade level in reading utilizing a technology platform called Achieve 3000.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	11	10	5	3	4	41
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students that are identified by the early warning system are identified by every classroom teacher utilizing our current data point found in Performance Matters. Their baseline diagnostics are used to appropriately place children in data driven centers, meeting their individual, differentiated needs. Teachers conduct data chats with the students, informing them of their status and the expectation of where they should be by the end of the nine weeks, by the end of the year. Then, children set goals for improvement throughout the year and work towards meeting those said goals. The bottom quartile students are placed in before and after school safety nets for more intensive support in a small group setting. The teachers will track their data throughout the year for improvement and tweak plans accordingly to move them further in their learning.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

We want to increase parent involvement this year both in those that attend functions in our school and those that volunteer in our school. Both PTA and SAC will be helping us with this during the course of the year by offering in school and after school programs. We have just elected a new PTA President, and she wants to implement more after school events that are for both parents and students, impacting the family unit.

We have sent out business partner letters to all surrounding businesses in an effort to increase volunteer participation. We have devised opportunities within the school day for outside stakeholders to participate in on a weekly basis. We began by completing volunteer applications during Open House last week.

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

We consistently send out business partner letters each year, in hopes of retaining all business partners. We have also devised opportunities for all community partnerships, so they can assist and help our school community. For some, it's through finances, for some it's through dedicating time during the day in the classroom, and for others, it's through supplying incentives to teachers and students for academic improvement and increased student achievement. We have also allowed associations to use our grounds on the weekend for sporting events that are held at the park or the neighboring middle school.

We have also partnered with local churches, as our students attend their assemblies, in an effort to promote our school community, while enhancing our community ties and building partnerships.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Simpson, Todd	Principal
Rose, Shannon	Assistant Principal
Luck, Leslie	Guidance Counselor
Noll, Mary	Instructional Coach

Duties

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

The school based team meets monthly to analyze and address the needs of the school and to make sure that we are implementing our school improvement plan. The Shared Decision Making Team/ Management Team helps define the goals of the school and then determines the resources needed to meet said goals, in an effort to increase student achievement at every grade level, eventually helping each and every student reach his maximum potential for learning. The administration (Simpson and Hamann) provide the general oversight of all instructional and service oriented programs. They develop the professional development calendar according to need and classroom walk throughs. They also utilize school funds to invest in before and after school programs for those students not meeting grade level standards. They are also the individuals who hire and develop programs to retain high quality teachers at Greenfield Elementary school. Leslie Luck, the school's calendar, serves as the liaison between the school, the district and community agencies. She also serves as the RtI representative for the school, scheduling conferences and ensuring all paperwork and interventions are implemented correctly and consistently. She also conducts counseling groups throughout our primary grade levels for academically and behaviorally challenged students. She conducts classroom counseling at the intermediate levels, also. Mary Noll, our school's Reading Coach serves as the primary contact for school wide literacy. She is also the resident coach for literacy professional development at each grade level. She models, coaches and works with individual teachers and 3rd grade students on a daily basis.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

As funds are available, we allocate for RtI and extended intervention assistance either during or after school. Materials are also purchased utilizing these same funds. The students are selected based upon their performance on state testing and/or periodic progress monitoring of CGAs and classroom informal assessments. The material is aligned with the new Florida State Assessment. Therefore, students are utilizing curricula materials that are aligned with the current testing, which will expose them to what they will see in April. These means will better prepare them for the challenges of this

new assessment that will be in its 2nd year of implementation, the better our students will be prepared for mastering grade level standards and objectives.

The team has been working very hard to ensure that strategies are aligned with daily practice, which will allow the teachers to gather the data that's needed to implement effective interventions for each and every student.

Everything that's done throughout the process is determined by the driven goals of the school improvement plan. Everything is aligned, with accountability measures in place, to ensure data driven instruction is implemented.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Todd Simpson	Principal
Michelle Gregerson	Business/Community
Edwina Maxwell	Education Support Employee
Beth Friederich	Business/Community
Mary B. Nolle	Parent
Kristina Owen	Parent

Duties

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

Evaluation of last year's school improvement plan

SAC is given an opportunity to review last year's school improvement plan individually and collectively, as a team. We discuss the plan within the SAC meeting itself, but we also give them an opportunity to process the plan by taking it home and responding by e-mail, before another meeting is held. Then, we will collect all insights, respond by e-mail, and then further discuss in the upcoming meeting if needed.

We also review the school improvement plan periodically throughout the school year as data is collected at the various grade levels, just to ensure that our strategies are effective and/or teachers are implementing them with fidelity. We truly believe that the plan is a working document, and we continue to update accordingly, always ensuring that our pedagogy meets the needs of every student at Greenfield Elementary.

Development of this school improvement plan

All stakeholders are involved with the development of the school improvement plan. First, as a school, we review last year's plan during preplanning. We make a determination if implemented strategies were effective or not effective. Then, we begin developing strategies based on data, current resources, etc... After developing strategies, we begin writing the plan, always keeping our SAC involved throughout the process, because they are a part of developing the first draft. After developing the first draft, it is given to the school's improvement team and SAC, so they can review, and we can make corrections as needed. After it has been corrected and/or adjustments are made, it is then shared with the school and SAC for approval, with necessary corrections having to be made.

Preparation of the school's annual budget and plan

Now that we have an allocation plan in place, we're given positions and resources based upon the size of the school. We always include our Shared Decision Making Team and SAC in developing the

overall budget, ensuring that the process is seamless and all major stakeholders have voice in the process. After taking considerations from both groups, which represent the school as a whole and the community, we implement and move forward through the budgetary process, always informing both factions of the end results.

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

Funds were utilized to pay for after school teacher tutors in grades 4 - 5. We selected 12 - 15 students at each grade level who were identified as bubble students. They were allowed to participate in 2 one hour sessions per week in the area of reading. We had fourth and a fifth grade teachers operating these after school sessions. We utilized iReady and Achieve 3000 for all leveled learners who participated. The teachers also utilized daily work that was being produced to assist students in small group sessions.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Simpson, Todd	Principal
Mota, Susan	Teacher, K-12
Noll, Mary	Instructional Coach
Rose, Shannon	Assistant Principal
Barbarisi, Regina	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team shares the vision of the administration and the entire team specifically at each grade level, so it can be shared school wide to everyone. Everyone must understand that the team focuses on multiple opportunities for children to read independently and on grade level within the CORE, as well as the center rotations. Motivating students to read is a consistent task that's performed by team members, as they work with faculty and staff in each and every classroom. Students who meet the quarterly reading goals are given incentives for their hard work and dedication. At the end of the year, the school always conduct a major reading celebration.
We have always set a reading goal to work towards in our School Improvement Plan. We are committed to tracking our students' reading goals. We are always focused on building vocabulary and reading stamina through small group instruction and during the CORE. Teachers will use running records to track progress as well as reports from our technology platforms (iReady and Achieve 3000).
The Media Specialist, Ms. Rentz, conducts Book Fairs throughout the year, and students are awarded incentives for reading books throughout the year because of various programs she institutes within her library program. She does this personally, as she wants to increase literacy participation at each grade level.
The Literacy Team attends on campus and district level literacy professional development. All

pertinent information is discussed and shared amongst all the faculty members. They meet monthly during our Early Dismissal meeting to discuss literacy, its importance, various literacy programs, instructional strategies, etc...

Public and Collaborative Teaching

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

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

Teachers are given the opportunity to collaboratively plan frequently outside of Early Dismissal Days. During these sessions, they have the opportunity to develop lesson plans, disaggregate data, discuss the alignment of resources with curriculum, etc.... They also have time to just REFLECT on teaching and collaborate with colleagues in a non-threatened, non-evaluative manner. On Early Dismissal Days, the 1st one of the month, teachers spend quality time together before the afternoon pd begins. Afterwards, we discuss celebrations throughout the building.
This year, we have Common Planning every week in which we meet with our colleagues to discuss current data points, the new curriculum, student work, etc.... This is very different for our teachers, as they are not used to an established agenda and developing next steps, along with an action plan. Everyone, I have found, is more focused, and they understand the brevity of the work and what we are trying to establish as a Community of Practice, a development in work.
We have a newly established Climate Committee that has established many positives within their program in which the faculty can come together in a positive, relaxed manner to build relationships on and off grade level.

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

The Principal, Assistant Principal and grade level representatives, when appropriate, interview candidates and select the best fit for our school. We really consider how relationships will be built, knowing the teachers already on staff. We also allow multiple opportunities for the teachers during the week to collaborate and support one another in this work. They need this ongoing support. The AP and I also conduct individual conferences with the new teachers, in an effort just to gauge how they are feeling, what are their needs and how can we support them, in hopes of retaining highly performing instructors.
Mentors are then assigned to each new person. The mentoring teacher serves as a school buddy to ensure that the mentee is on the same page as everyone else, always being supportive, alleviating the mentee of major concerns he/she may be having. We also assign the instructional coach to work with the new mentees to help them understand and implement the instructional framework with fidelity.

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

The M.I.N.T. program pairs a new teacher with an experienced teacher who has 3 or more years of exemplary teaching. The mentoring teacher is CET certified, and he or she has had opportunities to work with pre-interns and interns. Furthermore, we try to match personalities and areas of need when assigning mentees to a mentoring teacher. Every new teacher to the school is given a mentor even if they are not a first year teacher. Mentors and mentees meet regularly with the Professional Development Facilitator to discuss concerns, level support and share their successes, no matter how small, so they can all experience a measure of support.
Teachers are also given opportunities to view other practitioners outside of Greenfield and/or the region. These teachers have been identified by specialists as Reflective Practitioners who use best practices to move children forward in their learning, and their testing data supports their instruction. The mentees are given opportunities to view the exemplary model, reflect on what was learned and what can be

implemented quickly. Throughout this entire process, the mentee is to focus on their craft and how it can be developed even the more as a learning practitioner.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

To implement Fl Standards correctly and ensure alignment, our teachers are implementing the county's adopted curriculum with fidelity. We do not purchase ancillary and/or supplementary materials unless they are approved by the county, and they are aligned to the new curriculum. Teachers have been identified at various grade levels to represent the school's interest at district professional development. They return and turnkey their learning, so all teachers will understand the expectations. Items developed by the district and/or approved vendors are the only items that we receive when attending these sessions. The Principal and AP consistently conduct walkthroughs and monitor implementation of standards to ensure that lesson plans are aligned to the FL State Standards and the performance tasks that are produced by the students after instruction has been given, and it meets the rigor of these new standards.

Instructional Strategies

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

We use a variety of data points to differentiate and meet the immediate needs of our students. The teachers disaggregate various data points to place children in appropriate safety net groups, i.e. I-Ready, the Baseline tests at specific grade levels, the DAR, Achieve 3000 level set, etc... After disaggregation and placement, the teachers implement strategic remediation, and the children receive ongoing progress monitoring to ensure the students are moving forward in their learning. If not, then a new plan is developed, implemented and monitored. If all fails, then the student is recommended to RtI for more assistance, which may lead to MRT discussion for testing. The implemented cycle continues throughout - developed plan of action, implementation and consistent monitoring from the teacher, administration and the RtI team respectfully.
Instruction is differentiated by the classroom teacher through data driven centers using current data points for Tier II and III instruction. VE teachers and the instructional coach provide "push in" instruction for those students who are considered ESE and /or bubble students according to their testing data. They provide immediate intensive remediation in small groups and individually.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 5,400

We will begin an after school intensive reading class for 3rd and 4th graders, approximately 12 - 15 students. The students will be using Achieve 3000 (technology program) and common core materials purchased through a vendor. They will begin in October and end in May. We will also have a math club for below grade level and on grade level students in grade 3. These students will be selected based upon their their baseline scores and teacher observation in the classroom. The teacher will select 12 to 15 students between four classes. They will rotate the students as students begin to grow and develop their math skills, as to differentiate according to need.

Strategy Rationale

The strategies being implemented will allow us to differentiate our instruction according to student need, and the teachers will always be in a position to conduct individual groups and one-on-ones with students, providing them very strategic, intentional help, that they may not be receiving in the classroom environment because of the class' size.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Simpson, Todd, simpsont@duvalschools.org
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

There are computerized reports that are gathered from Achieve 3000 and iReady, if it is running and being utilized. The teacher will also make informed decisions based on small group work and one-on-one sessions. Therefore, it is imperative for the teacher to conduct one-on-one sessions with the students.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At the end of the school year, we offer tours for the preschool children to come see what Kindergarten is like. We also talk to the parents about what they can be doing to help their students over the summer before school starts. We offer a packet with skills developmental activities and ways to support learning before the school year begins. When school begins, we place our paraprofessionals in Kindergarten to provide support through baseline testing and intentional, strategic support of those students not mastering standards. We also provide enrichment for those students who are at or above standard.
We offer a Kindergarten craft night to help Kindergarten families get acquainted and meet other families, which allows them opportunities to network with each other. This is a fun evening in which families come together to make things and learn about the school. Our teachers are able to meet with other families in an informal setting, which fosters encouragement and support among all families within our Kindergarten program.

There is a developed plan for all outgoing 5th graders, also. We, as a school, have always scheduled a day in which our 5th grade students go to Southside Middle School, our neighborhood school, as to learn about 6th grade, the middle school experience and what it takes to be successful. Our school counselor works in conjunction with their counselor to make it a positive experience, as to keep good students in our neighborhood middle school, versus going to other magnets or outside the district. We also schedule for their band, administration and student leaders to join our end of the year reading celebration, as to let them know about our neighborhood middle school and what to expect when entering 6th grade. We also provide them other literature of interests to them and their families from other magnet programs within the district, as to help them choose the BEST program for their rising 6th grader.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

n/a

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

n/a

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

n/a

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we implement various incentive measures through our school's counseling office and conduct consistent AIT meetings for students with less than a 90% daily attendance rate when attending school, then we will decrease the number of students with an excessive amount of absences, excused or unexcused, which will positively impact their classroom performance and our school's overall performance on formal and informal tests.

G2.   If we implement the Duval Reads writing lessons with fidelity, utilize data points effectively and consistently, implement targeted small group writing instruction during center rotations, and analyze student writing during common planning, then we will improve Greenfield's overall performance on the ELA portion of the FSA.

G3.   If we utilize current data points effectively and consistently, collaborate regularly for structured common planning sessions, and differentiate instruction in reading to meet the needs of each student, then we will improve our school's overall performance on the reading portion of the FSA.

G4.   If we utilize current data points consistently to drive small group instruction in mathematics to increase differentiation in instructional practices through common planning, in which teachers collaborate on what good instruction looks like and sounds like, then we will improve our school's overall performance on the math portion of the FSA.

Strategic Goals Detail

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

G1. If we implement various incentive measures through our school's counseling office and conduct consistent AIT meetings for students with less than a 90% daily attendance rate when attending school, then we will decrease the number of students with an excessive amount of absences, excused or unexcused, which will positively impact their classroom performance and our school's overall performance on formal and informal tests. 1a

G072009

Targets Supported 1b

Indicator	Annual Target
	10.0

Resources Available to Support the Goal 2

- School Counselor, Data from FOCUS, Englewood Full Service, District's AIT personnel for meetings, Implemented AIT plans being enforced and business partners

Targeted Barriers to Achieving the Goal 3

- Lack of parental support for students attending inconsistently

- Lack of funds for incentive programs to extrinsically motivate students to attend school

Plan to Monitor Progress Toward G1. 8

FOCUS Daily Attendance Data and AIT monitoring plans being enforced for attendance improvement

Person Responsible
Leslie Luck

Schedule
Biweekly, from 10/1/2015 to 6/1/2016

Evidence of Completion
Weekly and Quarterly Data from FOCUS Attendance Data & Implemented AIT plans for improvement

G2. If we implement the Duval Reads writing lessons with fidelity, utilize data points effectively and consistently, implement targeted small group writing instruction during center rotations, and analyze student writing during common planning, then we will improve Greenfield's overall performance on the ELA portion of the FSA. 1a

🔑 G072010

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	10.0

Resources Available to Support the Goal 2

- Duval Reads utilized during the CORE for reading and writing.

- Touchstone Texts to utilize from which to write from during the CORE and small group intensive remediation.

Targeted Barriers to Achieving the Goal 3

- We have limited time for daily writing instruction.

- Novice teachers who do not have experience teaching writing.

- Duval Reads is a new curriculum, and it is very challenging to implement.

Plan to Monitor Progress Toward G2. 8

Student Work Samples and Progress Monitoring Pieces from the Duval Reads Curriculum

Person Responsible
Shannon Rose

Schedule
Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion
Student Work samples, Notes and Feedback to Students from Common Planning, Progress Monitoring pieces and eventually the Writing FSA.

G3. If we utilize current data points effectively and consistently, collaborate regularly for structured common planning sessions, and differentiate instruction in reading to meet the needs of each student, then we will improve our school's overall performance on the reading portion of the FSA. 1a

🔍 G072011

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	55.0
FSA English Language Arts - Achievement	10.0

Resources Available to Support the Goal 2

- Duval Reads is the implemented CORE for all Tier I students

- iReady and iReady Toolbox will be utilized for Tier II intervention during center rotations

- Achieve 3000 will be utilized to enforce comprehension through appropriate Lexile leveling

- DAR and TTS materials will be utilized for Tier II interventions during center rotations

- Leveled Readers and Leveled books for students during Independent Reading

Targeted Barriers to Achieving the Goal 3

- We have a large percentage of novice teachers (three out of eight teachers are first year teachers, two out of eight are new to fifth grade ELA, and three out of eight have at least one year of experience teaching third, fourth, or fifth ELA).

- Our teachers have never participated in weekly common planning sessions. The amount of time allotted for common planning is limited; therefore, there is a lot to cover in a short amount of time.

- We have limited time for small group and one-on-one instruction.

Plan to Monitor Progress Toward G3. 8

Student work, mid-module assessments, end of module assessments, writing pieces, exit tickets, iReady results, Achieve 3000 results, coaching forms, walk-through forms

Person Responsible
Shannon Rose

Schedule
Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion
The leadership team will meet weekly to analyze data and monitor progress toward meeting the goal utilizing current data points.

G4. If we utilize current data points consistently to drive small group instruction in mathematics to increase differentiation in instructional practices through common planning, in which teachers collaborate on what good instruction looks like and sounds like, then we will improve our school's overall performance on the math portion of the FSA. 1a

G072012

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	10.0

Resources Available to Support the Goal 2

- iReady Data to discuss in common planning and utilize for targeted small group instruction, 3rd Grade District Baseline Data, and IReady Toolbox material to utilize during center rotations

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge in dis-aggregating and analyzing data

- Novice teachers at various grade levels (2 in 3rd grade, 1 in 4th grade and 2 in 5th grade

Plan to Monitor Progress Toward G4. 8

Interactive Journals, Mid and Post Module Assessments, Accountability pieces in Center Rotations, and Informal and Formal Assessments

Person Responsible

Todd Simpson

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Interactive Journals, Mid & Post Module Assessments, Accountability pieces in Center Rotations and Informal and Formal Assessments, and eventually the Mathematics portion of the FSA

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. If we implement various incentive measures through our school's counseling office and conduct consistent AIT meetings for students with less than a 90% daily attendance rate when attending school, then we will decrease the number of students with an excessive amount of absences, excused or unexcused, which will positively impact their classroom performance and our school's overall performance on formal and informal tests. `1`

🔑 G072009

G1.B1 Lack of parental support for students attending inconsistently `2`

🔑 B187763

G1.B1.S1 To effectively educate parents of the importance of attending school on time and everyday, and its effect on student performance in the classroom and on state testing. `4`

🔑 S199273

Strategy Rationale

Parents must come to understand that not attending school on a regular basis and on time will have a negative effect on their child's performance - presently and in the future.

Action Step 1 `5`

The school's guidance counselor must keep parents abreast of their children's absences and tardies and its effect on student performance through parent calls, informal meetings, and formal AIT meetings, if needed.

Person Responsible

Leslie Luck

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Records of parent calls and informal meetings, documented AIT meetings, Implemented AIT plans, if needed

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Consistently review attendance and tardy data in FOCUS, Speak with the teachers of those students who are inconsistently attending school and Monitor developed AIT plans

Person Responsible

Leslie Luck

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance Records/Sheets from FOCUS and AIT developed plans for improvement

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Consistently Speaking with classroom teachers and parents and Reviewing AIT plans that are developed

Person Responsible

Leslie Luck

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

FOCSUS Daily Attendance Data for identified students and AIT implemented plans

G1.B2 Lack of funds for incentive programs to extrinsically motivate students to attend school 2

B187764

G1.B2.S1 We will utilize our business partners and Englewood Full Service to fund incentives for our in school incentive programs for attendance improvement and also to conduct student programs explaining the importance of attending school on time and every day. 4

S199274

Strategy Rationale

Children need to be educated concerning the importance of attending school on time and every day and its impact on their performance.

Action Step 1 5

Our School Counselor will implement the Dazzling Dolphin incentive program, conduct AIT meetings for students whose attendance doesn't improve and utilize the Englewood Full Service to conduct programs discussing the importance of attendance and tardies.

Person Responsible

Leslie Luck

Schedule

Biweekly, from 10/1/2015 to 6/1/2016

Evidence of Completion

FOCUS Attendance Data, Children's response to programs and selected students' response to the incentive program

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Consistently review FOCUS Attendance Data and Conduct AIT meetings with teachers, parents and students

Person Responsible

Leslie Luck

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Daily FOCUS Attendance Data on identified students and the effects of implemented AIT meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Consistently extracting attendance data from FOCUS, impact of implemented AIT plans for identified students and support services through Englewood Full Service for parents, if necessary

Person Responsible

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

FOCUS Daily Attendance data and implemented AIT plans and the effect on improved attendance for identified students

G2. If we implement the Duval Reads writing lessons with fidelity, utilize data points effectively and consistently, implement targeted small group writing instruction during center rotations, and analyze student writing during common planning, then we will improve Greenfield's overall performance on the ELA portion of the FSA. `1`

🔍 G072010

G2.B1 We have limited time for daily writing instruction. `2`

🔍 B187765

G2.B1.S1 Plan effectively for writing instruction daily. `4`

🔍 S199275

Strategy Rationale

When we are running out of time, writing frequently gets left out of instruction. It is essential for students to have time to write each day.

Action Step 1 `5`

Plan effectively, focusing on pacing and utilizing every available minute for focused instruction.

Person Responsible

Shannon Rose

Schedule

Weekly, from 9/15/2015 to 6/9/2016

Evidence of Completion

Common planning agendas and action plans, student work, writing rubrics, Duval Reads, teacher lesson plans

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

Monitor writing instruction on a weekly or biweekly basis during CORE and small group instruction

Person Responsible

Shannon Rose

Schedule

Biweekly, from 9/15/2015 to 6/8/2016

Evidence of Completion

Walk-through forms, teacher observations, common planning agendas discussing writing plans, utilizing best practices during the CORE and the teacher led group, teacher lesson plans, student work, and writing rubrics

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

Implemented Lesson Plans during CORE and Small Group Instruction, Analyze student data and provide feedback to students concerning their writing progress and Review the resource/student journal for notes, feedback from teacher, etc...

Person Responsible

Mary Noll

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Student Work during Common Planning, Feedback provided to students from the teachers and implemented lesson plans during the CORE and small group instruction

G2.B1.S2 Discuss student writing during common planning, while looking at pieces utilizing rubrics and exemplar pieces in which to appropriately assess and return feedback to students for improvement. 4

🔑 S199276

Strategy Rationale

It is important to review student work consistently and meet with children concerning their work for improvements to be made, which will develop their writing skills.

Action Step 1 5

Discuss student work during common planning to effectively plan small group intensive instruction and develop collaboration amongst teachers to differentiate writing exemplars according to the developed FSA writing rubrics

Person Responsible

Mary Noll

Schedule

Biweekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Student works samples presented during common planning, Effectively utilizing the FSA rubric to assess student work and provide next steps and develop intensive remediation small groups during center rotations.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom Walkthroughs, Student Work consistently viewed in class and during common planning, Small group instruction at the teacher led group and implemented instruction during the CORE.

Person Responsible

Shannon Rose

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Student Work, Notes from Common Planning after reviewing student work, Student resource journals, and Classroom implemented instruction (CORE and Teacher Led Group instruction)

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Feedback from Specialists and Coach, Review of lesson plans and implemented instruction, Specialists visitation to classrooms, and Student Data from written pieces

Person Responsible

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Student Work Samples, Feedback and notes from common planning sessions, Lesson Plans and Implemented instruction during CORE and the Teacher Led Center

G3. If we utilize current data points effectively and consistently, collaborate regularly for structured common planning sessions, and differentiate instruction in reading to meet the needs of each student, then we will improve our school's overall performance on the reading portion of the FSA. `1`

🔍 G072011

G3.B1 We have a large percentage of novice teachers (three out of eight teachers are first year teachers, two out of eight are new to fifth grade ELA, and three out of eight have at least one year of experience teaching third, fourth, or fifth ELA). `2`

🔍 B187769

G3.B1.S1 Assign each novice teacher a mentor teacher. `4`

🔍 S199279

Strategy Rationale

Mentor teachers will develop trusting relationships with their mentees. Novice teachers will have the opportunity to collaborate with an experienced teacher on a regular basis.

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

G3.B1.S3 Reading coach will model lessons and engage in coaching cycles as needed. 4

🔍 S199281

Strategy Rationale

Novice teachers will benefit from the coach's experience and knowledge.

Action Step 1 5

Reading Coach will model lessons and engage in coaching cycles as needed.

Person Responsible

Sharon Poag

Schedule

Biweekly, from 8/31/2015 to 6/30/2016

Evidence of Completion

Our reading coach will keep coaching logs, action plans, and coaching cycle forms.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Person Responsible

Shannon Rose

Schedule

Weekly, from 8/31/2015 to 6/9/2016

Evidence of Completion

Administration will meet weekly (at least) to debrief on coaching cycles, modeled lessons, etc.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Person Responsible

Shannon Rose

Schedule

Weekly, from 8/31/2015 to 6/9/2016

Evidence of Completion

Administration will meet weekly (at least) to debrief on coaching cycles, modeled lessons, etc.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Person Responsible

Schedule

Evidence of Completion

G3.B2 Our teachers have never participated in weekly common planning sessions. The amount of time allotted for common planning is limited; therefore, there is a lot to cover in a short amount of time. `2`

🔧 B187770

G3.B2.S1 Focused agendas, teamwork agreements, and action plans for each common planning session. `4`

🔧 S199284

Strategy Rationale

Focused agendas, teamwork agreements, and action plans will ensure that common planning is effective.

Action Step 1 `5`

We will strategically develop our common planning sessions to meet the individual needs of each learning practitioner, which will enable her to deliver quality instruction during CORE and the center rotations

Person Responsible

Shannon Rose

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Discussion notes from the common planning meeting, Next Steps and Action Plan developed during common planning

Action Step 2 `5`

We will strategically develop our common planning sessions to meet the individual needs of each learning practitioner, which will enable her to deliver quality instruction during CORE and the center rotations

Person Responsible

Shannon Rose

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Discussion notes from the common planning meeting, Next Steps and Action Plan developed during common planning

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

Review and Discuss Action Plan developed during common planning, Classroom Walkthroughs, Implemented instruction during CORE and Center Rotations

Person Responsible

Shannon Rose

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Developed Lesson Plans, Data from formal and informal assessments, Quality of implemented instruction during CORE and center rotations and eventually the ELA portion of the FSA

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

Classroom Walkthroughs, Formal and Informal Evaluations, and District Specialist Visitations

Person Responsible

Shannon Rose

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Feedback provided from administration and district specialists, Implemented quality instruction, Data from formal and informal assessments, and eventually the children's performance on the ELA FSA

G3.B3 We have limited time for small group and one-on-one instruction. `2`

🔧 B187771

G3.B3.S1 Prepare teachers to deliver effective small group instruction utilizing current data points, always knowing how to group student appropriately, select the correct material to meet their individual needs and analyze their data to move them appropriately in groups and further their learning through this intentional, strategic means of instruction. `4`

🔧 S199285

Strategy Rationale

Teachers are challenged to develop the appropriate intensive small group instruction to move children further in their learning, towards meeting proficiency on progress monitoring assessments.

Action Step 1 `5`

Prepare teachers to deliver quality small group instruction through consistent common planning and professional development, which will empower them to develop effective small groups.

Person Responsible

Shannon Rose

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Discussion notes and developed Action Steps during common planning and PD session, which will be implemented during center rotations

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Classroom Walkthroughs by administration and district specialists, PD according to feedback given to teachers during walkthroughs and children performance on formal and informal assessments

Person Responsible

Schedule

Evidence of Completion

Implemented Action Plans during center rotation instruction, Lesson Plans implemented during instruction and the children's performance/response to implemented instruction

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Classroom Walkthroughs by administration and district specialists and the children's performance/ response to implemented instruction

Person Responsible

Shannon Rose

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Lesson Plans, Developed action plans developed from common planning and PD and the children's performance on formal and informal assessments

G4. If we utilize current data points consistently to drive small group instruction in mathematics to increase differentiation in instructional practices through common planning, in which teachers collaborate on what good instruction looks like and sounds like, then we will improve our school's overall performance on the math portion of the FSA. `1`

🔍 G072012

G4.B1 Lack of teacher knowledge in dis-aggregating and analyzing data `2`

🔍 B187772

G4.B1.S1 The teachers will utilize various data points to make informed decisions for their students, developing individualized educational plans to meet their individual needs as pertinent data points are discussed, analyzed and disaggregated during common planning. The teachers will consistently participate in a structured PLC (common planning) for collaboration. `4`

🔍 S199286

Strategy Rationale

In order to adequately meet the individual needs of students, teachers must utilize current data points to make decisions, which will increase student achievement in each subgroup throughout the common planning process.

Action Step 1 `5`

To determine progress towards meeting this goal, data will be collected and analyzed with teachers on a consistent basis, to ensure they are developing an instructional program to meet the needs of all their students.

Person Responsible

Todd Simpson

Schedule

Monthly, from 10/15/2015 to 5/13/2016

Evidence of Completion

CGA's, informal and formal assessments, I-Ready, and eventually the FSA

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Performance Tasks, Mid and End of the Unit Module Assessments, iReady Progress Monitoring, Exit Tickets, Common Planning Action Plans & Agendas and Weekly Walkthroughs

Person Responsible

Todd Simpson

Schedule

Weekly, from 10/15/2015 to 5/13/2016

Evidence of Completion

Increased performance on the Progress Monitoring Assessments, Student Work samples, Mid & Post Module Assessments, Performance Tasks in Center Rotations, etc...

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Monitor the progress of student achievement through walkthroughs, Student Work Samples (CORE and Centers), and Informal and Formal Assessments

Person Responsible

Todd Simpson

Schedule

Biweekly, from 10/15/2015 to 5/13/2016

Evidence of Completion

Interactive Student Journals, Walkthrough Forms, Center Accountability pieces and Informal and Formal Assessments

G4.B2 Novice teachers at various grade levels (2 in 3rd grade, 1 in 4th grade and 2 in 5th grade 2

🔍 B187773

G4.B2.S1 Strategically meet the individual needs of all novice teachers during common planning and PD session to adequately prepare them to implement effective instruction during CORE and center rotations 4

🔍 S199287

Strategy Rationale

We have many 1st year teachers who are implementing a very challenging curriculum, so they need to be empowered to effectively deliver quality instruction.

Action Step 1 5

Strategically develop common planning and PD sessions to effectively meet the needs of novice ELA teachers in grades 3 - 5 to deliver quality instruction at a high level.

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Strategically breaking down lessons during common planning to effectively deliver during instruction, lesson plans and quality of instructional delivery during CORE and center rotation

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Classroom Walkthroughs, Lesson Plans, Children's response to instruction - student understanding through work, discussion time, etc...

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Student Work, Lesson Plans, and Minutes from Common Planning

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Classroom Walkthroughs with specific Feedback, Informal and Formal Conferences, Provide PD and district level support and Classroom Visits outside the building

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Classroom Walkthrough Forms, Next Steps from post conferences, Discussion notes from common planning and Feedback from district specialists

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The school's guidance counselor must keep parents abreast of their children's absences and tardies and its effect on student performance through parent calls, informal meetings, and formal AIT meetings, if needed.	Luck, Leslie	9/1/2015	Records of parent calls and informal meetings, documented AIT meetings, Implemented AIT plans, if needed	6/1/2016 biweekly
G1.B2.S1.A1	Our School Counselor will implement the Dazzling Dolphin incentive program, conduct AIT meetings for students whose attendance doesn't improve and utilize the Englewood Full Service to conduct programs discussing the importance of attendance and tardies.	Luck, Leslie	10/1/2015	FOCUS Attendance Data, Children's response to programs and selected students' response to the incentive program	6/1/2016 biweekly
G2.B1.S1.A1	Plan effectively, focusing on pacing and utilizing every available minute for focused instruction.	Rose, Shannon	9/15/2015	Common planning agendas and action plans, student work, writing rubrics, Duval Reads, teacher lesson plans	6/9/2016 weekly
G2.B1.S2.A1	Discuss student work during common planning to effectively plan small group intensive instruction and develop collaboration amongst teachers to differentiate writing exemplars according to the developed FSA writing rubrics	Noll, Mary	9/1/2015	Student works samples presented during common planning, Effectively utilizing the FSA rubric to assess student work and provide next steps and develop intensive remediation small groups during center rotations.	6/3/2016 biweekly
G3.B1.S1.A1	[no content entered]			one-time	
G3.B1.S3.A1	Reading Coach will model lessons and engage in coaching cycles as needed.	Poag, Sharon	8/31/2015	Our reading coach will keep coaching logs, action plans, and coaching cycle forms.	6/30/2016 biweekly
G3.B2.S1.A1	We will strategically develop our common planning sessions to meet the individual needs of each learning practitioner, which will enable her to deliver quality instruction during CORE and the center rotations	Rose, Shannon	9/1/2015	Discussion notes from the common planning meeting, Next Steps and Action Plan developed during common planning	6/1/2016 weekly
G3.B3.S1.A1	Prepare teachers to deliver quality small group instruction through	Rose, Shannon	9/1/2015	Discussion notes and developed Action Steps during common planning and PD	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	consistent common planning and professional development, which will empower them to develop effective small groups.			session, which will be implemented during center rotations	
G4.B1.S1.A1	To determine progress towards meeting this goal, data will be collected and analyzed with teachers on a consistent basis, to ensure they are developing an instructional program to meet the needs of all their students.	Simpson, Todd	10/15/2015	CGA's, informal and formal assessments, I-Ready, and eventually the FSA	5/13/2016 monthly
G4.B2.S1.A1	Strategically develop common planning and PD sessions to effectively meet the needs of novice ELA teachers in grades 3 - 5 to deliver quality instruction at a high level.	Simpson, Todd	9/1/2015	Strategically breaking down lessons during common planning to effectively deliver during instruction, lesson plans and quality of instructional delivery during CORE and center rotation	6/1/2016 weekly
G3.B2.S1.A2	We will strategically develop our common planning sessions to meet the individual needs of each learning practitioner, which will enable her to deliver quality instruction during CORE and the center rotations	Rose, Shannon	9/1/2015	Discussion notes from the common planning meeting, Next Steps and Action Plan developed during common planning	6/1/2016 weekly
G1.MA1	FOCUS Daily Attendance Data and AIT monitoring plans being enforced for attendance improvement	Luck, Leslie	10/1/2015	Weekly and Quarterly Data from FOCUS Attendance Data & Implemented AIT plans for improvement	6/1/2016 biweekly
G1.B1.S1.MA1	Consistently Speaking with classroom teachers and parents and Reviewing AIT plans that are developed	Luck, Leslie	9/1/2015	FOCSUS Daily Attendance Data for identified students and AIT implemented plans	6/1/2016 biweekly
G1.B1.S1.MA1	Consistently review attendance and tardy data in FOCUS, Speak with the teachers of those students who are inconsistently attending school and Monitor developed AIT plans	Luck, Leslie	9/1/2015	Attendance Records/Sheets from FOCUS and AIT developed plans for improvement	6/1/2016 biweekly
G1.B2.S1.MA1	Consistently extracting attendance data from FOCUS, impact of implemented AIT plans for identified students and support services through Englewood Full Service for parents, if necessary		9/1/2015	FOCUS Daily Attendance data and implemented AIT plans and the effect on improved attendance for identified students	6/1/2016 weekly
G1.B2.S1.MA1	Consistently review FOCUS Attendance Data and Conduct AIT meetings with teachers, parents and students	Luck, Leslie	9/1/2015	Daily FOCUS Attendance Data on identified students and the effects of implemented AIT meetings	6/1/2016 weekly
G2.MA1	Student Work Samples and Progress Monitoring Pieces from the Duval Reads Curriculum	Rose, Shannon	9/1/2015	Student Work samples, Notes and Feedback to Students from Common Planning, Progress Monitoring pieces and eventually the Writing FSA.	6/1/2016 monthly
G2.B1.S1.MA1	Implemented Lesson Plans during CORE and Small Group Instruction, Analyze student data and provide feedback to students concerning their writing progress and Review the resource/student journal for notes, feedback from teacher, etc...	Noll, Mary	9/1/2015	Student Work during Common Planning, Feedback provided to students from the teachers and implemented lesson plans during the CORE and small group instruction	6/1/2016 biweekly
G2.B1.S1.MA1	Monitor writing instruction on a weekly or biweekly basis during CORE and small group instruction	Rose, Shannon	9/15/2015	Walk-through forms, teacher observations, common planning agendas discussing writing plans, utilizing best practices during the CORE and the teacher led group, teacher lesson plans, student work, and writing rubrics	6/8/2016 biweekly
G2.B1.S2.MA1	Feedback from Specialists and Coach, Review of lesson plans and implemented instruction, Specialists		9/1/2015	Student Work Samples, Feedback and notes from common planning sessions, Lesson Plans and Implemented	6/1/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	visitation to classrooms, and Student Data from written pieces			instruction during CORE and the Teacher Led Center	
G2.B1.S2.MA1	Classroom Walkthroughs, Student Work consistently viewed in class and during common planning, Small group instruction at the teacher led group and implemented instruction during the CORE.	Rose, Shannon	9/1/2015	Student Work, Notes from Common Planning after reviewing student work, Student resource journals, and Classroom implemented instruction (CORE and Teacher Led Group instruction)	6/1/2016 biweekly
G3.MA1	Student work, mid-module assessments, end of module assessments, writing pieces, exit tickets, iReady results, Achieve 3000 results, coaching forms, walk-through forms	Rose, Shannon	9/1/2015	The leadership team will meet weekly to analyze data and monitor progress toward meeting the goal utilizing current data points.	6/1/2016 weekly
G3.B2.S1.MA1	Classroom Walkthroughs, Formal and Informal Evaluations, and District Specialist Visitations	Rose, Shannon	9/1/2015	Feedback provided from administration and district specialists, Implemented quality instruction, Data from formal and informal assessments, and eventually the children's performance on the ELA FSA	6/1/2016 weekly
G3.B2.S1.MA1	Review and Discuss Action Plan developed during common planning, Classroom Walkthroughs, Implemented instruction during CORE and Center Rotations	Rose, Shannon	9/1/2015	Developed Lesson Plans, Data from formal and informal assessments, Quality of implemented instruction during CORE and center rotations and eventually the ELA portion of the FSA	6/1/2016 weekly
G3.B3.S1.MA1	Classroom Walkthroughs by administration and district specialists and the children's performance/ response to implemented instruction	Rose, Shannon	9/1/2015	Lesson Plans, Developed action plans developed from common planning and PD and the children's performance on formal and informal assessments	6/1/2016 weekly
G3.B3.S1.MA1	Classroom Walkthroughs by administration and district specialists, PD according to feedback given to teachers during walkthroughs and children performance on formal and informal assessments		Implemented Action Plans during center rotation instruction, Lesson Plans implemented during instruction and the children's performance/ response to implemented instruction	one-time	
G3.B1.S3.MA1	[no content entered]			one-time	
G3.B1.S3.MA1	[no content entered]	Rose, Shannon	8/31/2015	Administration will meet weekly (at least) to debrief on coaching cycles, modeled lessons, etc.	6/9/2016 weekly
G3.B1.S3.MA1	[no content entered]	Rose, Shannon	8/31/2015	Administration will meet weekly (at least) to debrief on coaching cycles, modeled lessons, etc.	6/9/2016 weekly
G4.MA1	Interactive Journals, Mid and Post Module Assessments, Accountability pieces in Center Rotations, and Informal and Formal Assessments	Simpson, Todd	9/1/2015	Interactive Journals, Mid & Post Module Assessments, Accountability pieces in Center Rotations and Informal and Formal Assessments, and eventually the Mathematics portion of the FSA	6/1/2016 biweekly
G4.B1.S1.MA1	Monitor the progress of student achievement through walkthroughs, Student Work Samples (CORE and Centers), and Informal and Formal Assessments	Simpson, Todd	10/15/2015	Interactive Student Journals, Walkthrough Forms, Center Accountability pieces and Informal and Formal Assessments	5/13/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Performance Tasks, Mid and End of the Unit Module Assessments, iReady Progress Monitoring, Exit Tickets, Common Planning Action Plans & Agendas and Weekly Walkthroughs	Simpson, Todd	10/15/2015	Increased performance on the Progress Monitoring Assessments, Student Work samples, Mid & Post Module Assessments, Performance Tasks in Center Rotations, etc...	5/13/2016 weekly
G4.B2.S1.MA1	Classroom Walkthroughs with specific Feedback, Informal and Formal Conferences, Provide PD and district level support and Classroom Visits outside the building	Simpson, Todd	9/1/2015	Classroom Walkthrough Forms, Next Steps from post conferences, Discussion notes from common planning and Feedback from district specialists	6/1/2016 weekly
G4.B2.S1.MA1	Classroom Walkthroughs, Lesson Plans, Children's response to instruction - student understanding through work, discussion time, etc...	Simpson, Todd	9/8/2015	Student Work, Lesson Plans, and Minutes from Common Planning	6/1/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. If we utilize current data points effectively and consistently, collaborate regularly for structured common planning sessions, and differentiate instruction in reading to meet the needs of each student, then we will improve our school's overall performance on the reading portion of the FSA.

G3.B1 We have a large percentage of novice teachers (three out of eight teachers are first year teachers, two out of eight are new to fifth grade ELA, and three out of eight have at least one year of experience teaching third, fourth, or fifth ELA).

G3.B1.S3 Reading coach will model lessons and engage in coaching cycles as needed.

PD Opportunity 1

Reading Coach will model lessons and engage in coaching cycles as needed.

Facilitator

Reading Coach

Participants

ELA teachers (as needed)

Schedule

Biweekly, from 8/31/2015 to 6/30/2016

G3.B3 We have limited time for small group and one-on-one instruction.

G3.B3.S1 Prepare teachers to deliver effective small group instruction utilizing current data points, always knowing how to group student appropriately, select the correct material to meet their individual needs and analyze their data to move them appropriately in groups and further their learning through this intentional, strategic means of instruction.

PD Opportunity 1

Prepare teachers to deliver quality small group instruction through consistent common planning and professional development, which will empower them to develop effective small groups.

Facilitator

Mary Noll

Participants

All 3rd - 5th grade ELA teachers

Schedule

Weekly, from 9/1/2015 to 6/1/2016

G4. If we utilize current data points consistently to drive small group instruction in mathematics to increase differentiation in instructional practices through common planning, in which teachers collaborate on what good instruction looks like and sounds like, then we will improve our school's overall performance on the math portion of the FSA.

G4.B1 Lack of teacher knowledge in dis-aggregating and analyzing data

G4.B1.S1 The teachers will utilize various data points to make informed decisions for their students, developing individualized educational plans to meet their individual needs as pertinent data points are discussed, analyzed and disaggregated during common planning. The teachers will consistently participate in a structured PLC (common planning) for collaboration.

PD Opportunity 1

To determine progress towards meeting this goal, data will be collected and analyzed with teachers on a consistent basis, to ensure they are developing an instructional program to meet the needs of all their students.

Facilitator

Mr. SImpson, Ms Rose and Ms. Noll

Participants

All teachers

Schedule

Monthly, from 10/15/2015 to 5/13/2016

G4.B2 Novice teachers at various grade levels (2 in 3rd grade, 1 in 4th grade and 2 in 5th grade

G4.B2.S1 Strategically meet the individual needs of all novice teachers during common planning and PD session to adequately prepare them to implement effective instruction during CORE and center rotations

PD Opportunity 1

Strategically develop common planning and PD sessions to effectively meet the needs of novice ELA teachers in grades 3 - 5 to deliver quality instruction at a high level.

Facilitator

Wendy Dobson

Participants

All novice mathematics teachers in grades 3 - 5

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	The school's guidance counselor must keep parents abreast of their children's absences and tardies and its effect on student performance through parent calls, informal meetings, and formal AIT meetings, if needed.	$0.00
2	G1.B2.S1.A1	Our School Counselor will implement the Dazzling Dolphin incentive program, conduct AIT meetings for students whose attendance doesn't improve and utilize the Englewood Full Service to conduct programs discussing the importance of attendance and tardies.	$0.00
3	G2.B1.S1.A1	Plan effectively, focusing on pacing and utilizing every available minute for focused instruction.	$0.00
4	G2.B1.S2.A1	Discuss student work during common planning to effectively plan small group intensive instruction and develop collaboration amongst teachers to differentiate writing exemplars according to the developed FSA writing rubrics	$0.00
5	G3.B1.S1.A1		$0.00
6	G3.B1.S3.A1	Reading Coach will model lessons and engage in coaching cycles as needed.	$0.00
7	G3.B2.S1.A1	We will strategically develop our common planning sessions to meet the individual needs of each learning practitioner, which will enable her to deliver quality instruction during CORE and the center rotations	$0.00
8	G3.B2.S1.A2	We will strategically develop our common planning sessions to meet the individual needs of each learning practitioner, which will enable her to deliver quality instruction during CORE and the center rotations	$0.00
9	G3.B3.S1.A1	Prepare teachers to deliver quality small group instruction through consistent common planning and professional development, which will empower them to develop effective small groups.	$0.00
10	G4.B1.S1.A1	To determine progress towards meeting this goal, data will be collected and analyzed with teachers on a consistent basis, to ensure they are developing an instructional program to meet the needs of all their students.	$0.00
11	G4.B2.S1.A1	Strategically develop common planning and PD sessions to effectively meet the needs of novice ELA teachers in grades 3 - 5 to deliver quality instruction at a high level.	$0.00
		Total:	$0.00