Greenfield Elementary School

2014-15 School Improvement Plan

Greenfield Elementary School

6343 KNIGHTS LN N, Jacksonville, FL 32216

http://www.duvalschools.org/greenfield

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	61%

Alternative/ESE Center	Charter School	Minority
No	No	57%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	C

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 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/or 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.

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 Citizens of the Month ceremonies for students who are at or above standard in displaying conduct that's conducive to learning. 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 will receive a classroom treat. We have awards assemblies, in which students who earn an "A" in conduct are recognized before the entire grade level.

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 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, 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 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 or bi-weekly sessions with students who are having major social emotional issues. She also has a reward system built within her programs 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 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%, 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 earn a level 1 on state assessment. This is strategically done, so the students can receive intensive remediation as a part of their daily instructional path. These students are also identified as ones who will receive more intensive help from the classroom teacher during center rotations. They are also the ones classified to received before and after school tutoring when offered by the teacher or the school.

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	4	8	9	5	5	39
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	2	5	1	4	0	0	12
Level 1 on statewide assessment	0	0	0	0	19	10	29

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

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	3	1	4

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. Their baseline diagnostics are correlated to the previous year's data and children are appropriately placed in data driven centers, meeting their individual needs. Teachers conduct data chats with the students, informing them of their status. Then, children set goals for improvement throughout the year. 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.

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?
No

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. 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

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Simpson, Todd	Principal
Rose, Shannon	Assistant Principal
Luck, Leslie	Guidance Counselor
Poag, Sharon	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 and the district and community agencies. She also serves as the RI 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. Sharon Poag, 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 students on a weekly 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 implemented this school year.
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
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Todd Simpson	Principal
Michelle Gregerson	Business/Community
Edwina Maxwell	Education Support Employee
Anita Haller	Business/Community

Duties

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

Evaluation of last year's school improvement plan

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 shared decision making 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 represents 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 a fourth and a fifth grade teacher

operating these after school sessions. We utilized technology and FCAT testmaker for all leveled learners who participated.

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
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Simpson, Todd	Principal
Barbarisi, Regina	Teacher, K-12
Hill, Pam	Teacher, ESE
Koons, Amy	Teacher, K-12
MacLaughlin, Kristy	Teacher, K-12
Mota, Susan	Teacher, K-12
Poag, Sharon	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

We will use Accelerated Reader as a school wide program in grades 2 - 5, and encourage all students to meet their reading goals. The PTA purchased this program for the school. We will provide incentive programs and track progress in reading. We are making a big deal of tracking our reading goals and will have reading celebrations at the end of the year. We are looking to build vocabulary and reading stamina through this program. Teachers will use running records to track progress as well as the reports from the programs we receive as progress monitoring pieces throughout the year. The Media Specialist, Ms. Hardee, conducts Book Fairs throughout the year, and students are awarded incentives for reading so many books throughout the year. She does this personally, as she wants to increase literacy participation at each grade level.

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 twice a month 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, our climate committee has implemented Tailgate Tuesdays in which the faculty and staff prepare a luncheon during football season. Everyone eats in the faculty and staff lounge this day, and

this is conducted once a month as a means to boost morale and develop teacher conversation and relationships.

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.

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, ask for support and share their successes, no matter how small.

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 utilizing the county's adopted curriculum with fidelity. We do not purchase ancillary and/or supplementary materials unless they are approved by the county. Teachers have been identified at various grade levels to represent the school's interest at district professional development. Items developed by the district and/or approved vendors are the only items that they we receive when attending these sessions. They in return, present to their individual grade levels and/or the school. 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 task that's produced by the students after instruction has been given.

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, Baseline CGA's, 9-weeks CGA's, DAR, 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 students 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.

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 commoncore 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.

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 environments because of the class sizes.

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 student 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 the families in an informal setting, which fosters encouragement and support.

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

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.   Instructional decisions will be made based upon data from a variety of resources in the areas of math, reading, science and writing.

G2.   Increase the percentage of students from 55% meeting high standards in science in each subgroup to at least 60% by integrating science non-fiction text within the defined reading block (instruction, center rotations, etc...).

G3.   Increase the percentage of students from 29% meeting high standards in writing in each subgroup to at least 69% by establishing quality writing instruction and implementing consistent student feedback (teacher to student and student to student).

G4.   Increase the percentage of students from 64% meeting high standards in mathematics in each subgroup to at least 66% by implementing the Four Pillars of Instruction in every classroom.

G5.   Increase the percentage of students from 60% to at least 66% meeting high standards in reading in each subgroup by teachers increasing the frequency of high order questioning in reading lessons daily.

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. Instructional decisions will be made based upon data from a variety of resources in the areas of math, reading, science and writing. `1a`

G049031

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Reading Coach, Performance Matters, I-Ready Data, CGA's District Specialists and common assessments.

Targeted Barriers to Achieving the Goal `3`

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

Plan to Monitor Progress Toward G1. `8`

Interactive Journals, CGA's, I-Ready and Achieve 3000 data, Informal and Formal Assessments and eventually the FSA

Person Responsible

Todd Simpson

Schedule

Biweekly, from 10/6/2014 to 5/15/2015

Evidence of Completion

Interactive Journals, CGA's, I-Ready and Achieve 3000 data, Informal and Formal Assessments and eventually the FSA

G2. Increase the percentage of students from 55% meeting high standards in science in each subgroup to at least 60% by integrating science non-fiction text within the defined reading block (instruction, center rotations, etc...). 1a

Targets Supported 1b

G047518

Indicator	Annual Target
	60.0

Resources Available to Support the Goal 2

- New Generation Sunshine State Standards, County's Adopted Curriculum, Curriculum Guides, District Science Specialist, etc...

Targeted Barriers to Achieving the Goal 3

- Novice Teachers teaching 5th grade science and they aren't familiar with the standards to integrate throughout the curricula.

Plan to Monitor Progress Toward G2. 8

Student Work samples, CGA's, teachers' formal and informal assessments, Lesson Plans and ultimately the Science FCAT

Person Responsible

Schedule
Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion
Student Work samples, CGA's, teachers' formal and informal assessments, Lesson Plans and ultimately the Science FCAT

G3. Increase the percentage of students from 29% meeting high standards in writing in each subgroup to at least 69% by establishing quality writing instruction and implementing consistent student feedback (teacher to student and student to student). 1a

Targets Supported 1b

G047215

Indicator	Annual Target
	69.0

Resources Available to Support the Goal 2

- District ELA Specialists, Write to Learn technology program, and Curriculum Guides

Targeted Barriers to Achieving the Goal 3

- Teachers' understanding of the new standards and how to effectively implement them at the level of rigor required for children receive and act upon feedback to improve the quality of their writing products.

Plan to Monitor Progress Toward G3. 8

Student Work samples, Write to Learn assessments, County writing assessments, and finally the FSA writing component of the test

Person Responsible

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Write to Learn Data for grade 5, Work samples from all grade levels, County writing assessments, and ultimately the FSA writing assessment.

G4. Increase the percentage of students from 64% meeting high standards in mathematics in each subgroup to at least 66% by implementing the Four Pillars of Instruction in every classroom. `1a`

G047196

Targets Supported `1b`

Indicator	Annual Target
	66.0

Resources Available to Support the Goal `2`

- Florida State Standards, Content Item Specs, Adopted Curriculum (Math Investigations and Envisions), District Math Coach, etc...

Targeted Barriers to Achieving the Goal `3`

- Teacher's lack of knowledge of the Florida State Standards.

- Lack of implementation of the Four Pillars of Instruction in every classroom.

Plan to Monitor Progress Toward G4. `8`

CGA's, I-Ready Data, Exit Tickets and formal assessments

Person Responsible

Todd Simpson

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

CGA's, I-Ready Data and Formal and Informal Classroom Assessments

G5. Increase the percentage of students from 60% to at least 66% meeting high standards in reading in each subgroup by teachers increasing the frequency of high order questioning in reading lessons daily. 1a

🔍 G037955

Targets Supported 1b

Indicator	Annual Target
Teachers with advanced degrees	66.0

Resources Available to Support the Goal 2

- Accelerated Reader, Implementation of Novel Studies with fidelity, Common Planning time utilizing the FL State Standards and Item Specs, Curriculum Guides, etc...

-

Targeted Barriers to Achieving the Goal 3

- English Language learners who are new to the country and/or they have a very limited skill set. Too few books within the home setting, and many of the parents are unable to assist their child in the home setting.

- Novice teacher's lack of knowledge with developing high order questioning during the "We Do" phase of the GRRM.

- Fully Understanding the new Florida State Standards and teaching them to the level of complexity and depth in which they need to be taught.

Plan to Monitor Progress Toward G5. 8

Consistent monitoring on behalf of Administration and Reading Coach

Person Responsible
Todd Simpson

Schedule
Weekly, from 10/1/2014 to 6/1/2015

Evidence of Completion
Feedback and Next Steps forms, Teacher performance improves, Student Work samples, Performance on district and state assessments

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. Instructional decisions will be made based upon data from a variety of resources in the areas of math, reading, science and writing. `1`

🔑 G049031

G1.B1 Lack of teacher knowledge in dis-aggregating and analyzing data `2`

🔑 B122492

G1.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. `4`

🔑 S134406

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.

Action Step 1 `5`

To determine progress towards meeting this goal, data will be collected 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 10/15/2014 to 5/15/2015

Evidence of Completion

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

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

Performance tasks within the lesson plans, Student Work samples, Differentiated center rotations, Teacher Instruction

Person Responsible

Shannon Rose

Schedule

Weekly, from 10/6/2014 to 5/15/2015

Evidence of Completion

Increased performance on the CGA's, Student Work samples, Interactive Journals, Performance Tasks in Center Rotations, etc...

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

Monitor the progress of student achievement through walkthroughs, reviewing lesson plans, student work samples and consistent progress monitoring data points

Person Responsible

Todd Simpson

Schedule

Biweekly, from 10/6/2014 to 5/15/2015

Evidence of Completion

Interactive Student Journals, CGA Performance, Lesson Plan development, Informal and Formal Assessments and eventually the FSA

G2. Increase the percentage of students from 55% meeting high standards in science in each subgroup to at least 60% by integrating science non-fiction text within the defined reading block (instruction, center rotations, etc...). 1

G047518

G2.B1 Novice Teachers teaching 5th grade science and they aren't familiar with the standards to integrate throughout the curricula. 2

B118303

G2.B1.S1 The Science Specialist will meet with teachers in PLC's to discuss the county adopted curriculum, writing lesson plans, and modeling instruction within all subject areas. 4

S130093

Strategy Rationale

Teachers will become familiar with the resources needed to be successful, and they will also be mentored by a specialist whose background is implementing quality, rigorous science instruction throughout the curricula.

Action Step 1 5

The teachers will consistently meet with the district specialist to discuss the curriculum, resources available and how to implement strategic lesson plans, which are integrated throughout the curricula.

Person Responsible

Todd Simpson

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Lesson Plans, Student work samples and journals, Effective implementation of the county's curriculum guides, CGA performance and ultimately performance on the FCAT science test

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

Administration will monitor instruction and student performance informal and formal testing throughout the year.

Person Responsible

Shannon Rose

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student Work, Performance on Reading and Science CGA's, Teachers' level of confidence with understanding standards and implementing quality instruction, FCAT science test

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

Conducting Classroom Walkthroughs, Data Chats, Review lesson plans, and Effective feedback from formals and informals

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Walkthrough Feedback Forms, Notes from data chats and informal meetings, Lesson Plans, CGA and FCAT performance

G3. Increase the percentage of students from 29% meeting high standards in writing in each subgroup to at least 69% by establishing quality writing instruction and implementing consistent student feedback (teacher to student and student to student). [1]

🔧 G047215

G3.B1 Teachers' understanding of the new standards and how to effectively implement them at the level of rigor required for children receive and act upon feedback to improve the quality of their writing products. [2]

🔧 B118324

G3.B1.S1 Teachers will be given ample professional development opportunities to unpack standards and develop their feedback tool kit, which will enable them to implement instruction and provide accurate feedback to students more effectively. [4]

🔧 S130100

Strategy Rationale

In order for them to implement quality instruction at the level of rigor needed to be successful, teachers must learn and understand the standards at scale and how to assess writing to provide accurate feedback for improvement.

Action Step 1 [5]

Teachers will be provided ongoing professional development during common planning times and Early Dismissal training, as to become fully aware of the state's expectation for student learning in the area of writing, as well as feedback tools to assess and return to students for improvement.

Person Responsible

Sharon Poag

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Teachers having the ability to unpack standards, Teachers' implementing quality instruction at the level of depth required for students to be successful, and Student Work samples that are analyzed during common planning

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Teachers' level of confidence with implementing the new standards and students' response to learning - Writing Journals, quality of student discourse, etc...

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Review writing journals, Lesson plans, Implemented daily instruction, and ultimately the Writing Test

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Classroom Walkthroughs, Common Planning Times to collaborate, District Specialist support in the classroom setting

Person Responsible

Shannon Rose

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Lesson Plans, Classroom Walkthrough forms, and Formal and Informal feedback and next steps

G4. Increase the percentage of students from 64% meeting high standards in mathematics in each subgroup to at least 66% by implementing the Four Pillars of Instruction in every classroom. `1`

`G047196`

G4.B1 Teacher's lack of knowledge of the Florida State Standards. `2`

`B117487`

G4.B1.S1 Conduct professional development in-services in which teachers will have multiple opportunities to unpack the standards, so they can teach them in depth. `4`

`S129238`

Strategy Rationale

Teachers cannot effectively teach the standards in depth if they do not understand the standards themselves. They must understand the standards at scale in order to effectively instruct students.

Action Step 1 `5`

The teachers will be provided professional development opportunities to help teachers understand the standards at scale.

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

The teachers will be provided professional development opportunities to help teachers understand the standards at scale, as it will modeled during instruction - all phases of the GRRM.

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

Admin will conduct weekly visits to the classrooms and the District Math Coach will also monitor the implementation throughout the year, and we will provide feedback through walkthrough forms, informals and formals.

Person Responsible

Shannon Rose

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Lesson Plans, Daily Instruction, Student Work, Classroom Walkthroughs, CGA's and ultimately the FSA.

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

Conduct Walkthroughs, Monitor the teacher's lesson plans, Review student Work periodically to ensure its aligned with standards and at the level of item specs.

Person Responsible

Shannon Rose

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Walkthrough Forms, Informals and formals, Student Work, and the FSA

G4.B2 Lack of implementation of the Four Pillars of Instruction in every classroom. `2`

🔍 B117491

G4.B2.S1 To ensure the activities are aligned with the new standards, the teachers must align the activities with the standards and the item specs - ensuring there is a correlation and the complexity level is met with each standard by implementing the Four Pillars of Instruction. `4`

🔍 S129270

Strategy Rationale

If this is done consistently, then the child will work at the complexity level required to perform well on the end of the year FSA. If not, then the students will not have been exposed to learning activities at the level required to be successful.

Action Step 1 `5`

The teachers will be provided professional development opportunities and given opportunities to see and develops tasks at the level of rigor in which their students must be working at or above to be successful on the end of the year assessment. This begins with implementing quality instruction according to the Four Pillars of Instruction.

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Implemented classroom instruction, informals and formals, Exit Tickets from professional development sessions, and PD Discussions/Discourse

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

Weekly Classroom Walkthroughs during all phases of the GRRM, Informals and Formals

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student performance on work center tasks, CGA's and ultimately the FSA

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

Ongoing walkthroughs and providing feedback to teachers, informals and formals, always providing next steps for improvement

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Walkthrough forms completed by Admin and District Staff, Student performance on CGA's, Work completed in the Interactive Journals and ultimately the FSA

G5. Increase the percentage of students from 60% to at least 66% meeting high standards in reading in each subgroup by teachers increasing the frequency of high order questioning in reading lessons daily. `1`

🔑 G037955

G5.B1 English Language learners who are new to the country and/or they have a very limited skill set. Too few books within the home setting, and many of the parents are unable to assist their child in the home setting. `2`

🔑 B091253

G5.B1.S1 Provide Reading A to Z books for the ELL students to take home to read after being able to read it competently at school. Also supporting them with other resources from the ELL sections of the reading series as intervention measures. `4`

🔑 S102136

Strategy Rationale

This will allow them to work at their level of comfort, making incremental progress throughout the year. This will also scaffold their learning to work on more rigorous work within the classroom setting.

Action Step 1 `5`

Take home books

Person Responsible

Sharon Poag

Schedule

Weekly, from 10/1/2014 to 5/25/2015

Evidence of Completion

Read to an adult fluently on a consistent basis and complete logs or another another accountability piece which must be returned to the classroom teacher.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Monitored by students turning in the logs and/or accountability measure implemented by the teacher.

Person Responsible

Sharon Poag

Schedule

Weekly, from 10/1/2014 to 5/25/2015

Evidence of Completion

Students will be assessed for fluency and comprehension, completed book logs, running records, increased performance on CGA's, overall achievement on end of the year state assessment or CGA's

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Consistent Walkthroughs, Review formals and informals with teachers and provide next steps for improvement, and Monitoring Instruction

Person Responsible

Todd Simpson

Schedule

Weekly, from 10/1/2014 to 5/25/2015

Evidence of Completion

Walkthrough forms, Next Steps provided by administration, Student Work, Student Performance on assessments and ultimately the FSA (state assessment).

G5.B2 Novice teacher's lack of knowledge with developing high order questioning during the "We Do" phase of the GRRM. `2`

G5.B2.S1 Providing ongoing professional development to novice teachers, so they can implement HOQ's within daily instruction consistently. `4`

Strategy Rationale

New teachers, and even some who have implemented the GRRM are having difficulty with implementing HOQ's consistently. Therefore, children are not critically thinking and little to no genuine discourse is developed during this time.

Action Step 1 `5`

Consistently provide professional development to our teachers, which will enhance their learning of the new standards and enable them to effectively craft high order questions, in which children are critically thinking and developing higher cognitive level discourse.

Person Responsible

Sharon Poag

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Improvement in writing as evidenced by FCAT rubric.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

Conducting Classroom Walkthroughs and Providing Feedback from formals and informals on questioning with defined next steps,

Person Responsible

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Feedback from walkthroughs and formal and informal evals, Student work samples (open ended responses), Using the work protocol to assess assessments and Student performance on district and state testing

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Consistently conduct classroom walkthroughs, Formal and informal evals, Review student work samples, etc...

Person Responsible

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Feedback from teacher assessments and walkthroughs, Student work samples and the quality of collaboration during PLC's

G5.B3 Fully Understanding the new Florida State Standards and teaching them to the level of complexity and depth in which they need to be taught. `2`

🔑 B091255

G5.B3.S1 Provide professional development in teachers are unpacking standards in order to fully understand them in depth. `4`

🔑 S102138

Strategy Rationale

Teachers have a lack of knowledge concerning the new standards, and they must be supported when developing their understanding these standards in order to teach them effectively.

Action Step 1 `5`

Teachers will be provided multiple opportunities throughout the year in which to unpack standards, so they can better understand how to effectively implement these new standards with fidelity.

Person Responsible

Todd Simpson

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Completed Unpacking standards forms completed by the teacher, Teacher instructional delivery of new standards, Student understanding (student discussion and questioning and student work) and ultimately performance on CGA's and State testing

Plan to Monitor Fidelity of Implementation of G5.B3.S1 `6`

Consistent Walkthroughs, Next Steps provided from formals and informals and Student Work

Person Responsible

Shannon Rose

Schedule

Weekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Walkthrough Forms, Conferencing from next steps, Teacher instruction improvement, Student Work samples and ultimately performance on the FSA

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 `7`

Consistent Walkthroughs, Next Steps provided from formals and informals and Student Work

Person Responsible

Shannon Rose

Schedule

Weekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Walkthrough Forms, Conferencing from next steps, Teacher instruction improvement, Student Work samples and ultimately performance on the FSA

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
G5.B1.S1.A1	Take home books	Poag, Sharon	10/1/2014	Read to an adult fluently on a consistent basis and complete logs or another another accountability piece which must be returned to the classroom teacher.	5/25/2015 weekly
G5.B2.S1.A1	Consistently provide professional development to our teachers, which will enhance their learning of the new standards and enable them to effectively craft high order questions, in which children are critically thinking and developing higher cognitive level discourse.	Poag, Sharon	9/1/2014	Improvement in writing as evidenced by FCAT rubric.	6/1/2015 weekly
G5.B3.S1.A1	Teachers will be provided multiple opportunities throughout the year in which to unpack standards, so they can	Simpson, Todd	10/1/2014	Completed Unpacking standards forms completed by the teacher, Teacher instructional delivery of new standards,	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	better understand how to effectively implement these new standards with fidelity.			Student understanding (student discussion and questioning and student work) and ultimately performance on CGA's and State testing	
G4.B1.S1.A1	The teachers will be provided professional development opportunities to help teachers understand the standards at scale.	Simpson, Todd	9/1/2014	The teachers will be provided professional development opportunities to help teachers understand the standards at scale, as it will modeled during instruction - all phases of the GRRM.	6/1/2015 weekly
G4.B2.S1.A1	The teachers will be provided professional development opportunities and given opportunities to see and develops tasks at the level of rigor in which their students must be working at or above to be successful on the end of the year assessment. This begins with implementing quality instruction according to the Four Pillars of Instruction.	Simpson, Todd	9/1/2014	Implemented classroom instruction, informals and formals, Exit Tickets from professional development sessions, and PD Discussions/Discourse	6/1/2015 weekly
G2.B1.S1.A1	The teachers will consistently meet with the district specialist to discuss the curriculum, resources available and how to implement strategic lesson plans, which are integrated throughout the curricula.	Simpson, Todd	9/1/2014	Lesson Plans, Student work samples and journals, Effective implementation of the county's curriculum guides, CGA performance and ultimately performance on the FCAT science test	6/1/2015 biweekly
G3.B1.S1.A1	Teachers will be provided ongoing professional development during common planning times and Early Dismissal training, as to become fully aware of the state's expectation for student learning in the area of writing, as well as feedback tools to assess and return to students for improvement.	Poag, Sharon	9/1/2014	Teachers having the ability to unpack standards, Teachers' implementing quality instruction at the level of depth required for students to be successful, and Student Work samples that are analyzed during common planning	6/1/2015 weekly
G1.B1.S1.A1	To determine progress towards meeting this goal, data will be collected 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	10/15/2014	CGA's, informal and formal assessments, I-Ready, and eventually the FSA	5/15/2015 monthly
G1.MA1	Interactive Journals, CGA's, I-Ready and Achieve 3000 data, Informal and Formal Assessments and eventually the FSA	Simpson, Todd	10/6/2014	Interactive Journals, CGA's, I-Ready and Achieve 3000 data, Informal and Formal Assessments and eventually the FSA	5/15/2015 biweekly
G1.B1.S1.MA1	Monitor the progress of student achievement through walkthroughs, reviewing lesson plans, student work samples and consistent progress monitoring data points	Simpson, Todd	10/6/2014	Interactive Student Journals, CGA Performance, Lesson Plan development, Informal and Formal Assessments and eventually the FSA	5/15/2015 biweekly
G1.B1.S1.MA1	Performance tasks within the lesson plans, Student Work samples, Differentiated center rotations, Teacher Instruction	Rose, Shannon	10/6/2014	Increased performance on the CGA's, Student Work samples, Interactive Journals, Performance Tasks in Center Rotations, etc...	5/15/2015 weekly
G2.MA1	Student Work samples, CGA's, teachers' formal and informal assessments, Lesson Plans and ultimately the Science FCAT		9/1/2014	Student Work samples, CGA's, teachers' formal and informal assessments, Lesson Plans and ultimately the Science FCAT	6/1/2015 weekly
G2.B1.S1.MA1	Conducting Classroom Walkthroughs, Data Chats, Review lesson plans, and Effective feedback from formals and informals	Simpson, Todd	9/1/2014	Walkthrough Feedback Forms, Notes from data chats and informal meetings, Lesson Plans, CGA and FCAT performance	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Administration will monitor instruction and student performance informal and formal testing throughout the year.	Rose, Shannon	9/1/2014	Student Work, Performance on Reading and Science CGA's, Teachers' level of confidence with understanding standards and implementing quality instruction, FCAT science test	6/1/2015 weekly
G3.MA1	Student Work samples, Write to Learn assessments, County writing assessments, and finally the FSA writing component of the test		9/1/2014	Write to Learn Data for grade 5, Work samples from all grade levels, County writing assessments, and ultimately the FSA writing assessment.	6/1/2015 weekly
G3.B1.S1.MA1	Classroom Walkthroughs, Common Planning Times to collaborate, District Specialist support in the classroom setting	Rose, Shannon	9/1/2014	Lesson Plans, Classroom Walkthrough forms, and Formal and Informal feedback and next steps	6/1/2015 weekly
G3.B1.S1.MA1	Teachers' level of confidence with implementing the new standards and students' response to learning - Writing Journals, quality of student discourse, etc...	Simpson, Todd	9/1/2014	Review writing journals, Lesson plans, Implemented daily instruction, and ultimately the Writing Test	6/1/2015 weekly
G4.MA1	CGA's, I-Ready Data, Exit Tickets and formal assessments	Simpson, Todd	9/1/2014	CGA's, I-Ready Data and Formal and Informal Classroom Assessments	6/1/2015 monthly
G4.B1.S1.MA1	Conduct Walkthroughs, Monitor the teacher's lesson plans, Review student Work periodically to ensure its aligned with standards and at the level of item specs.	Rose, Shannon	9/1/2014	Walkthrough Forms, Informals and formals, Student Work, and the FSA	6/1/2015 weekly
G4.B1.S1.MA1	Admin will conduct weekly visits to the classrooms and the District Math Coach will also monitor the implementation throughout the year, and we will provide feedback through walkthrough forms, informals and formals.	Rose, Shannon	9/1/2014	Lesson Plans, Daily Instruction, Student Work, Classroom Walkthroughs, CGA's and ultimately the FSA.	6/1/2015 weekly
G4.B2.S1.MA1	Ongoing walkthroughs and providing feedback to teachers, informals and formals, always providing next steps for improvement	Simpson, Todd	9/1/2014	Walkthrough forms completed by Admin and District Staff, Student performance on CGA's, Work completed in the Interactive Journals and ultimately the FSA	6/1/2015 weekly
G4.B2.S1.MA1	Weekly Classroom Walkthroughs during all phases of the GRRM, Informals and Formals	Simpson, Todd	9/1/2014	Student performance on work center tasks, CGA's and ultimately the FSA	6/1/2015 weekly
G5.MA1	Consistent monitoring on behalf of Administration and Reading Coach	Simpson, Todd	10/1/2014	Feedback and Next Steps forms, Teacher performance improves, Student Work samples, Performance on district and state assessments	6/1/2015 weekly
G5.B1.S1.MA1	Consistent Walkthroughs, Review formals and informals with teachers and provide next steps for improvement, and Monitoring Instruction	Simpson, Todd	10/1/2014	Walkthrough forms, Next Steps provided by administration, Student Work, Student Performance on assessments and ultimately the FSA (state assessment).	5/25/2015 weekly
G5.B1.S1.MA1	Monitored by students turning in the logs and/or accountability measure implemented by the teacher.	Poag, Sharon	10/1/2014	Students will be assessed for fluency and comprehension, completed book logs, running records, increased performance on CGA's, overall achievement on end of the year state assessment or CGA's	5/25/2015 weekly
G5.B2.S1.MA1	Consistently conduct classroom walkthroughs, Formal and informal evals, Review student work samples, etc...		9/1/2014	Feedback from teacher assessments and walkthroughs, Student work samples and the quality of collaboration during PLC's	6/1/2015 weekly
G5.B2.S1.MA1	Conducting Classroom Walkthroughs and Providing Feedback from formals and informals on questioning with defined next steps,		9/1/2014	Feedback from walkthroughs and formal and informal evals, Student work samples (open ended responses), Using the work protocol to assess	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				assessments and Student performance on district and state testing	
G5.B3.S1.MA1	Consistent Walkthroughs, Next Steps provided from formals and informals and Student Work	Rose, Shannon	10/1/2014	Walkthrough Forms, Conferencing from next steps, Teacher instruction improvement, Student Work samples and ultimately performance on the FSA	6/1/2015 weekly
G5.B3.S1.MA1	Consistent Walkthroughs, Next Steps provided from formals and informals and Student Work	Rose, Shannon	10/1/2014	Walkthrough Forms, Conferencing from next steps, Teacher instruction improvement, Student Work samples and ultimately performance on the FSA	6/1/2015 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 Opportuntities

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

G1. Instructional decisions will be made based upon data from a variety of resources in the areas of math, reading, science and writing.

G1.B1 Lack of teacher knowledge in dis-aggregating and analyzing data

G1.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.

PD Opportunity 1

To determine progress towards meeting this goal, data will be collected 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. Poag

Participants

All teachers

Schedule

Monthly, from 10/15/2014 to 5/15/2015

G2. Increase the percentage of students from 55% meeting high standards in science in each subgroup to at least 60% by integrating science non-fiction text within the defined reading block (instruction, center rotations, etc...).

G2.B1 Novice Teachers teaching 5th grade science and they aren't familiar with the standards to integrate throughout the curricula.

G2.B1.S1 The Science Specialist will meet with teachers in PLC's to discuss the county adopted curriculum, writing lesson plans, and modeling instruction within all subject areas.

PD Opportunity 1

The teachers will consistently meet with the district specialist to discuss the curriculum, resources available and how to implement strategic lesson plans, which are integrated throughout the curricula.

Facilitator

District Science Coach, Administration and Science Lead Teachers from other schools.

Participants

All 3rd - 5th grade math and science teachers, with at least 1 teacher from each grade level representing KG - 2nd.

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

G3. Increase the percentage of students from 29% meeting high standards in writing in each subgroup to at least 69% by establishing quality writing instruction and implementing consistent student feedback (teacher to student and student to student).

G3.B1 Teachers' understanding of the new standards and how to effectively implement them at the level of rigor required for children receive and act upon feedback to improve the quality of their writing products.

G3.B1.S1 Teachers will be given ample professional development opportunities to unpack standards and develop their feedback tool kit, which will enable them to implement instruction and provide accurate feedback to students more effectively.

PD Opportunity 1

Teachers will be provided ongoing professional development during common planning times and Early Dismissal training, as to become fully aware of the state's expectation for student learning in the area of writing, as well as feedback tools to assess and return to students for improvement.

Facilitator

District ELA Coach, Reading Coach, Administration

Participants

All teachers in KG - 5th grade

Schedule

Weekly, from 9/1/2014 to 6/1/2015

G4. Increase the percentage of students from 64% meeting high standards in mathematics in each subgroup to at least 66% by implementing the Four Pillars of Instruction in every classroom.

G4.B2 Lack of implementation of the Four Pillars of Instruction in every classroom.

G4.B2.S1 To ensure the activities are aligned with the new standards, the teachers must align the activities with the standards and the item specs - ensuring there is a correlation and the complexity level is met with each standard by implementing the Four Pillars of Instruction.

PD Opportunity 1

The teachers will be provided professional development opportunities and given opportunities to see and develops tasks at the level of rigor in which their students must be working at or above to be successful on the end of the year assessment. This begins with implementing quality instruction according to the Four Pillars of Instruction.

Facilitator

District Math Specialist, Math Lead Teacher and Administration

Participants

All grade levels

Schedule

Weekly, from 9/1/2014 to 6/1/2015

G5. Increase the percentage of students from 60% to at least 66% meeting high standards in reading in each subgroup by teachers increasing the frequency of high order questioning in reading lessons daily.

G5.B2 Novice teacher's lack of knowledge with developing high order questioning during the "We Do" phase of the GRRM.

G5.B2.S1 Providing ongoing professional development to novice teachers, so they can implement HOQ's within daily instruction consistently.

PD Opportunity 1

Consistently provide professional development to our teachers, which will enhance their learning of the new standards and enable them to effectively craft high order questions, in which children are critically thinking and developing higher cognitive level discourse.

Facilitator

District ELA Specialist, Reading Coach and Administration

Participants

All teachers

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**