Cedar Hills Elementary School

2014-15 School Improvement Plan

Cedar Hills Elementary School

6534 ISH BRANT RD, Jacksonville, FL 32210

http://www.duvalschools.org/cedarhills

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	63%

Alternative/ESE Center	Charter School	Minority
No	No	67%

School Grades History

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

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.

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 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

The Duval County Public School System is committed to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world.

Provide the school's vision statement

Every student will graduate from Duval County Public Schools with the knowledge and skills to be successful in post-secondary education and/or the workforce.

School Environment

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

The Gallup Poll is a process by which the school learns about students' cultures and builds relationships between teachers and students.The Gallup Student Poll student surveys demographics regarding age, grade, and gender, students are asked questions about what they do, how they think, and how they feel about their home, school, and community life. The parents complete a poll that gives valuable information about the school environment, academic quality, parental involvement, and the home school connection. Teachers participate in the TNTP/Instructional culture insight. The project offers valuable insight to improve the quality of the school culture and administrative practices. The TNTP report has proven to be an excellent tool for identifying the present position of the school; as a school team strategies have been developed for reaching new goals as they are derived from the various surveys.

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

Child Safety Matters
Educational program to educate and empower elementary students, school personnel and adults with information and strategies to prevent bullying, cyber-bullying, digital abuse and all forms of child abuse.
Second Step
A violence prevention curriculum. This program's mission is to foster social and emotional development, safety and well being of children through education and advocacy. Teachers and counselor play a critical role in providing tools for children to be successful in school.

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

At Cedar Hills Elementary we implement CHAMPS through out the school. From the first day of school students are given clear and concise expectations. All faculty and staff members have been trained in using CHAMPS. During Early Release and Faculty Meetings, if any member of the staff is having a problem, time is allotted to discuss problems. As a team we problem solve together.

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

Child Safety Matters
Educational program to educate and empower elementary students, school personnel and adults with information and strategies to prevent bullying, cyber-bullying, digital abuse and all forms of child abuse.
Second Step
A violence prevention curriculum. This program's mission is to foster social and emotional development, safety and well being of children through education and advocacy. Teachers and counselor play a critical role in providing tools for children to be successful in school.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/203880.

Description
A PIP has been uploaded for this school or district - see the link above.

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

The school will utilize a Volunteer Liaison to build and sustain partnerships with the local community. The Volunteer Liaison holds a part time position. The Volunteer Liaison will assist the school to ensure that all school activities will include the community and it's partners.

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
Brown, Shameka	Assistant Principal
Drinkwater, Pamela	Instructional Coach
Taylor, Vincent	Instructional Coach
McCormick, Karen	Guidance Counselor

Duties

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

The principal provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RTI; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RTI implementation; and communicates with parents regarding school-based RTI plans and activities.

The assistant principal assists the principal by monitoring the school based MTSS/RtI team and monitoring the implementation of intervention support and documentation.

The instructional coaches develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk; "assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

The school counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions, and conducts direct observation of student behavior.

The VE teacher participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

The speech pathologist participates in collection, interpretation, and analysis of data; facilitates in development of intervention plans; provides support for intervention with fidelity and documentation; intervention planning; and program evaluation; facilitates data based decision making activities.

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

The school-based RtI Leadership Team meets regularly to discuss interventions to increase positive student behavior and overall student academic achievement. The interventions are monitored, and then reviewed to ensure that progress is being made. If there is no progress, the team looks at various alternatives to achieve the goal outlined for the students.

The RtI Team will focus their meetings around two essential questions:
1. What do we expect our students to learn?
2. How will we respond when students do not learn as we expect?

The MTSS/RtI leadership Team and the grade level instructional teams meet to review data. With input from teachers the initial draft of the SIP was developed. After the draft was finalized it was taken back to the teachers for approval. The Leadership Team then finalized the plan. The SIP becomes the guiding document for the work of the school. The Leadership Team will bimonthly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school will use MTSS/RtI to guide instruction and make mid-course adjustments as data are analyzed.

Title I, Part A

Services are provided to ensure students requiring additional remediation time built into every classroom teacher's instructional schedules for reading and math. Tier II and Tier III support are

provided throughout the day by the teachers, school counselor and district support personnel.
Title III
Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless
The district social worker will provide resources such as clothing, school supplies, and social serves referrals for students identified as homeless to eliminate barriers for a fee and appropriate education. The parent liaison will help by coordinating Bright Holidays and other activities.
Violence Prevention Programs
In support of the Superintendent's goal to establish safe and secure schools, the district provides Foundations and CHAMPS training to our schools' Foundations team. All teachers are expected to participate in CHAMPS.
Nutrition Programs
The school participates in the Breakfast in the Classroom program, which provides a nutritious breakfast for all students free of charge.
Head Start
To transition other pre-k programs into the elementary setting, Cedar Hills Elementary will hold tours for families with students who will enter Cedar Hills Elementary as kindergarteners.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Angela Shook	Parent
Bonnilyn Packham	Education Support Employee
Karen McCormick	Education Support Employee
Amber Cardona	Parent
Mireille Lewis	Parent
Amanda Peak	Parent
Marva McKinney	Principal
Angela Gray	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

Cedar Hills Elementary uses The School Advisory Council (SAC) to represent the community–parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The review of the School Improvement was held on August 13th and 14th, It was recommended that Cedar Hills would implement more parental involvement activities. (see parental involvement plan)

Development of this school improvement plan

Assist in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan.
Assist in the development of educational goals and objectives.
Analyze data from district and state assessments

Preparation of the school's annual budget and plan

SAC funds will be discussed by the members of the School Advisory Committee. The School Improvement Plan includes performance indicators which are measurable. Funding for use by the School Advisory Councils is allocated directly to the School Advisory Councils.

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

Book of the month 500.00
School supplies 1,500

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
McKinney, Marva	Principal
Hansen, Cassandra	Teacher, K-12
Lombard, Janalei	Teacher, K-12
Brown, Shameka	Assistant Principal
Drinkwater, Pamela	Instructional Coach
McCormick, Karen	Guidance Counselor
Duddy, Renee	Teacher, K-12
Sunderland, Angela	Teacher, K-12
Oliver, Cynthia	Teacher, K-12
Torres, Laura	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

For the 2014-2015 school year, increasing proficiency while maintaining student learning gains will be the primary focus for student and school improvement. All teachers will be trained and monitored on effective gradual release and Tier 1 Core Instructional Practices that match the rigor of Common Core content expectations. To support the process, all teachers will attend and actively participate in grade level PLCs, early release trainings, and modeling by coaches. Our main goal is for Tier 1 instruction is to be consistent, rigorous, and explicit across content areas so that 80% of all students are responding to instruction that is aligned to the content standards and the school and district reading / language arts philosophy.

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

There is a collaborative system in place to develop teachers through common planning, professional development and vertical learning communities to ensure we build working relationships around planning and instruction. The leadership team will participate in weekly walkthroughs and weekly common planning meetings to address and discuss the incorporation of the district's vision for excellent instruction. This team will work with teachers to implement the four pillars in their instruction.

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

1. Hiring process will include a review of the applicant's Information, contacting references, and team and/or individual Interviews of candidates.
2. Professional Development Facilitator (PDF) will provide monthly meetings and on-going support to service MINT participants and mentors.
3. School Instructional Coaches will provide on-going support via observations, professional trainings, co-teaching, and modeling.
4. Teachers will participate in weekly Professional Learning Communities with grade levels to plan instruction and analyze student work.
5. All teachers will participate in Early Release Wednesdays for Professional Development.

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

Teachers new to the profession, school and district will be paired with a mentor. The mentor and mentee will meet twice a month minimally to discuss evidence-based strategies for each domain and their progress towards meeting the goals set forth by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee, as well as time for feedback, coaching, and planning. Additionally, new teachers are enrolled in the MINT program.

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

The core instructional programs and materials are aligned to the Florida's standards through the use of the district's curriculum guides and recommended resources for instruction.

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

After analyzing the FCAT 2.0 data, there is a high need to increase the level 1's and 2's in reading and math. Therefore, student work and progress will be monitored through i-Ready diagnostic results (once every 10 weeks) and i-Ready progress monitoring assessments (in between diagnostics periods). PMPs, student work, conference notes, and data from CGAs will be utilized to track progress as well. The i-Ready data will drive instruction and center activities in teacher-led groups, reading interventionist groups and center activities to ensure all students are working on skills specific to their needs. Student work will be analyzed through grade level meetings during common planning

with administrators and coaches. Adjustments to groups and tasks will be made periodically in order to move student learning forward as it relates to their deficiencies.

RtI lesson plans will be required and monitored weekly during common planning to ensure the four Pillars of Excellence (EURO) is incorporated as it is during the regular instruction.

E- Students are Fully Engaged in the work of the lesson or task (especially centers)

U-Students are demonstrating their understanding via written work and discussion to show progress toward grade-level expectations and/or IEPs.

R-Students are working on appropriately rigorous content in reading, listening, writing, and speaking about worthwhile text and systematically mastering foundational skills

O-Students are taking ownership for their learning when they persist in hard work, respond to teacher prompts thoughtfully and build on each other's observations or insights when discussing text and foundational skills or when collaborating.

RtI will also serve as a Safety Net for Level 1's and 2's/ Bottom Quartile students:

Students will take the reading and math CGA baseline assessment in August and September. This data will be used to adjust whole group and small group focus of instruction. In October, students will take a mid-assessment using Achieve 3000 for reading and school based assessment for math. In December, they will take a post assessment to determine growth and progress toward proficiency. Students who made a Level 1 or 2 on FCAT 2.0, will begin working on specific skills for Reading (Vocabulary/Reading Applications/Literary Analysis/Informational Text) and Math (geometry and measurement and fractions).

During the RtI additional reading hour, these students will be provided intense instruction on skills in which they scored 69% and below per the FCAT 2.0 reporting categories. The reading interventionist will push in or pull out to provide intense instruction as well as the teacher during the teach-led center. Progress monitoring will occur bi-weekly for these students. In December prior to the Winter break, these students' CGA data and school based comprehensive assessment will be utilized to determine areas of deficiencies and proficiencies as a result of the intense interventions, to determine overall impact. Before and after school tutoring will be offered pending available resources and staff.

Math: Focus Skills-Geometry and Fractions (identified as skills students consistently perform low on) September-December

During whole group instruction, students who are in the Bottom Quartile, will have an opportunity to work on skill independently during Independent Practice. The students will participate in a teacher-led group during center rotations for 30 minutes and will receive intense instruction during RtI for 30 minutes working on an additional skill.

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:** Extended School Day |
| **Minutes added to school year:** 1 |

The Cathedral Arts Project is an after school art class. The class meets on Mondays and Fridays from 3:00 p.m. until 5:00 p.m.
Class begins on Friday September 13th. The $15.00 supply fee is due at the beginning of class on the 13th. The Cathedral Arts Project (CAP) mission is to enrich the quality of life in Northeast Florida through unleashing the creative spirit of young people. By providing access to instruction in the visual and performing arts, we empower under served, school-aged children to succeed in all areas of their lives. More information can be found on www.capkids.org.

Strategy Rationale

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Weekly attendance logs will be kept.

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

Cedar Hills will hold an orientation and an Open House night for parents of children preparing to enter elementary school. We plan to offer tours to families of pre k students. During the summer, parents are welcome to visit and tour the school and meet the admisnitration.

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

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

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

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.   An analysis of the 2013 and 2014 FCAT Reading data shows that in 2014 our scores decreased 13% from the previous year. Based on 2014 data, 47% of all students achieved proficiency in reading. By 2015, 65% of all students will achieve a level 3 or higher.

G2.   The 2013-2014 FCAT reading data shows that in 2014 our school did not reach its target proficiency for Black students of 52%. In 2014, only 29% of our Black students achieved proficiency in reading. The expected level for 2015 is 57%.

G3.   Based on 2014 data, 45% of students had proficiency (Level 3s and above) in math, and the expected level for 2014-2015 is 57%. By April 2015 57% of grade 3, 4, 5 will score on or above grade level on the 2014 – 2015 Math Florida State Assessment.

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. An analysis of the 2013 and 2014 FCAT Reading data shows that in 2014 our scores decreased 13% from the previous year. Based on 2014 data, 47% of all students achieved proficiency in reading. By 2015, 65% of all students will achieve a level 3 or higher. `1a`

🔍 G039455

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	65.0

Resources Available to Support the Goal `2`

- Houghton Mifflin curriculum
- FCRR Materials
- District novel studies
- Achieve 3000
- I-Ready

Targeted Barriers to Achieving the Goal `3`

- Students are not proficient with newly implemented Florida State Standards.
- Student's lack of exposure to grade-level text.

Plan to Monitor Progress Toward G1. `8`

Students will increase their vocabulary and language skills.
Students will gain understanding of nonfiction texts.

Person Responsible

Schedule

Evidence of Completion
Walk throughs, formal and informal evaluations forms K-2 vocabulary assessments Agendas of vocabulary planning sessions with instructional coach and K-2 teachers Guided Reading Plans

G2. The 2013-2014 FCAT reading data shows that in 2014 our school did not reach its target proficiency for Black students of 52%. In 2014, only 29% of our Black students achieved proficiency in reading. The expected level for 2015 is 57%. `1a`

`🔍 G039456`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - African American	57.0

Resources Available to Support the Goal `2`

- Instructional coach will conduct weekly planning sessions with teachers to promote student growth Instructional coach will provide professional development with teachers RtI will be conducted in classrooms and data driven centers daily

Targeted Barriers to Achieving the Goal `3`

- Students lack of vocabulary and language skills

- Students lack exposure to nonfiction text in K-5.

Plan to Monitor Progress Toward G2. `8`

Language and Vocabulary Skills

Person Responsible

Schedule

Evidence of Completion

Formal and informal observations K-2 Vocabulary Assessments

G3. Based on 2014 data, 45% of students had proficiency (Level 3s and above) in math, and the expected level for 2014-2015 is 57%. By April 2015 57% of grade 3, 4, 5 will score on or above grade level on the 2014 – 2015 Math Florida State Assessment. `1a`

🔍 G039457

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	57.0

Resources Available to Support the Goal `2`

-
- iReady
- envision and Investigation curriculum
- CPALMS lessons

Targeted Barriers to Achieving the Goal `3`

- Teachers not fully acclimated with the new Florida State Standards.
- Students have holes in their learning from previous years causing deficiencies in foundational skills and concepts.
- Implementation of differentiation of instruction and RtI data-based centers
- Students adjusting to the rigor of the new Florida State Standards.

Plan to Monitor Progress Toward G3. `8`

Increase in student achievement data (CGAs, i-ready, classroom assessments) as discussed in Data chats

Person Responsible

Schedule

Evidence of Completion
Student Data

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. An analysis of the 2013 and 2014 FCAT Reading data shows that in 2014 our scores decreased 13% from the previous year. Based on 2014 data, 47% of all students achieved proficiency in reading. By 2015, 65% of all students will achieve a level 3 or higher. 1

🔑 G039455

G1.B1 Students are not proficient with newly implemented Florida State Standards. 2

🔑 B095087

G1.B1.S1 During PPLCs, the instructional coach and the teachers will develop rigorous centers. 4

🔑 S106150

Strategy Rationale

Action Step 1 5

Centers

Person Responsible

Marva McKinney

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PPLC agendas and student work

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

Students centers designed around vocabulary and language skills

Person Responsible

Schedule

Evidence of Completion

Informal and formal evaluation Student work from centers

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

Students centers designed around vocabulary and language skills

Person Responsible

Schedule

Evidence of Completion

Informal and formal evaluation Student work from centers

G1.B1.S2 The instructional coach and classroom teachers will develop guided reading plans that incorporate vocabulary strategies. `4`

Strategy Rationale

🔑 S106152

Action Step 1 `5`

Guided Reading plans that incorporate language and vocabulary standards

Person Responsible

Schedule

Evidence of Completion

Guided Reading lesson plans Running Records

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Guided Reading plans that incorporate language and vocabulary standards

> **Person Responsible**

> **Schedule**

> *Evidence of Completion*

> Guided Reading lesson plans Running Records

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Guided Reading plans that incorporate language and vocabulary standards

> **Person Responsible**

> **Schedule**

> *Evidence of Completion*

> Guided Reading lesson plans Running Records

G1.B2 Student's lack of exposure to grade-level text. 2

B095089

G1.B2.S1 Use CCSS text exemplars during ELA to increase student's exposure to rigor grade level materials. 4

S106154

Strategy Rationale

Action Step 1 5

Use CCSS text Exemplars

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Interactive Journal entries

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

Use CCSS text exemplars during ELA to increase student's exposure to rigor grade level materials.

Person Responsible

Schedule

Evidence of Completion

PLC meeting agenda, Lesson Plans, classroom observations

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

Person Responsible

Schedule

Evidence of Completion

G1.B2.S2 Expose all students to rigorous grade level appropriate material during core instruction and scaffold support to assist students with completed assignments. 4

Strategy Rationale

🔑 S106155

Action Step 1 5

Expose all students to rigorous grade level appropriate material during core instruction and scaffold support to assist students with completed assignments.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Interactive Journal entries, Data Notebook

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Expose all students to rigorous grade level appropriate material during core instruction and scaffold support to assist students with completed assignments.

Person Responsible

Schedule

Evidence of Completion

Lesson Plan review, common planning meeting discussions, classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Expose all students to rigorous grade level appropriate material during core instruction and scaffold support to assist students with completed assignments.

Person Responsible

Schedule

Evidence of Completion

Lesson Plan review, classroom observations, PLC meeting agendas

G2. The 2013-2014 FCAT reading data shows that in 2014 our school did not reach its target proficiency for Black students of 52%. In 2014, only 29% of our Black students achieved proficiency in reading. The expected level for 2015 is 57%. 1

G039456

G2.B1 Students lack of vocabulary and language skills 2

B095090

G2.B1.S1 During weekly common planning meetings the instructional coach and teachers will develop rigorous centers designed around vocabulary and language 4

S106156

Strategy Rationale

Action Step 1 5

Vocabulary and Language Skills

Person Responsible

Schedule

On 9/2/2014

Evidence of Completion

Informal and formal observations K-2 vocabulary assessments

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

Vocabulary and language skills

Person Responsible

Schedule

Evidence of Completion

Formal and Informal Observations K-2 Vocabulary Assessments

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

Language and Vocabulary

Person Responsible

Schedule

Evidence of Completion

Formal and Informal Observations K-2 Vocabulary Assessments

G2.B2 Students lack exposure to nonfiction text in K-5. `2`

🔍 B095091

G2.B2.S1 Teachers will introduce nonfiction text within centers, guided reading and during read alouds. `4`

🔍 S106158

Strategy Rationale

Action Step 1 `5`

Exposing students to nonfiction text

Person Responsible

Schedule

Evidence of Completion

Centers with nonfiction text components in K-5 Guided reading with nonfiction books Formal and informal observations by admin.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Exposing students to nonfiction text

> **Person Responsible**
>
> **Schedule**
>
> ### *Evidence of Completion*
>
> Centers with nonfiction text components in K-5 Guided reading with nonfiction books Formal and informal observations by admin.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Exposure to nonfiction texts

> **Person Responsible**
>
> **Schedule**
>
> ### *Evidence of Completion*
>
> Centers with nonfiction text components in K-5 Guided reading with nonfiction books Formal and informal observations by admin.

G3. Based on 2014 data, 45% of students had proficiency (Level 3s and above) in math, and the expected level for 2014-2015 is 57%. By April 2015 57% of grade 3, 4, 5 will score on or above grade level on the 2014 – 2015 Math Florida State Assessment. 1

🔍 G039457

G3.B1 Teachers not fully acclimated with the new Florida State Standards. 2

🔍 B095092

G3.B1.S1 The math coach will provide regular professional development and support implementation of the gradual release framework. Support may include modeling, co-teaching, planning and observing math lessons to ensure fidelity of implementation. 4

🔍 S106159

Strategy Rationale

The teachers will be trained on meeting the needs of students through analyzing data and differentiating instruction, small group and center rotations.

Action Step 1 5

Focused walkthroughs by administration will be used to ensure all math teachers are implementing the curriculum using the Gradual Release Model and implementing RtI and centers.

Person Responsible

Marva McKinney

Schedule

On 5/29/2015

Evidence of Completion

Administrator's weekly planners and formal and informal observation forms.

Action Step 2 5

Common planning opportunities provided by the math coach to support planning instruction using the Gradual Release Model

Person Responsible

Marva McKinney

Schedule

On 5/29/2015

Evidence of Completion

PLC Agendas, Coaches Logs, Lesson Plans

Action Step 3 `5`

Modeling and co-teaching of math lessons using the Gradual Release Model and how to differentiate centers based on I-Ready data

Person Responsible

Marva McKinney

Schedule

Evidence of Completion

Coaches Logs, Lesson Plans

Action Step 4 `5`

Professional Development Training on Gradual Release Model and planning for RtI and differentiated data-based centers for all math teachers.

Person Responsible

Marva McKinney

Schedule

On 9/24/2014

Evidence of Completion

PLC Agendas, Coaches logs, Lesson Plans

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

PPLC meetings and professional development trainings.

Person Responsible

Schedule

Evidence of Completion

Leadership walkthroughs, formal and informal observations.

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

Implementation of the Gradual Release Model

Person Responsible

Schedule

Evidence of Completion

Lesson plans, formal and informal observations, coaches logs

G3.B2 Students have holes in their learning from previous years causing deficiencies in foundational skills and concepts. `2`

🔑 B095093

G3.B2.S1 Provide additional learning opportunities for students needing remediation in foundational concepts and skills using i-Ready instruction. `4`

🔑 S106160

Strategy Rationale

Action Step 1 `5`

Provide all students with i-ready instruction during center time.

Person Responsible

Schedule

Evidence of Completion

i-Ready Data

Action Step 2 5

Provide additional opportunities for students to access i-ready lessons in the computer lab and select teachers from 8:00-8:30.

Person Responsible

Schedule

Evidence of Completion

i-Ready Data

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

i-Ready data usage reports

Person Responsible

Schedule

Evidence of Completion

i-Ready data

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

I-Ready usage report and student response to instruction report

Person Responsible

Schedule

Evidence of Completion

Increased student scores evidence of weekly program usage.

G3.B3 Implementation of differentiation of instruction and RtI data-based centers 2

G3.B3.S1 Implementing a dedicated RtI Block to provided addition instruction and practice of the new Florida State Standards across the content areas to increase students' opportunity in mastering the standards. 4

Strategy Rationale

Action Step 1 5

• Administration monitoring lesson plans with feedback
• Common Planning with Administration and Coaches
• Classroom walkthroughs
• Formal and Informal Observations
• Teacher and student data chats and goal setting

Person Responsible

Marva McKinney

Schedule

Evidence of Completion

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	Centers	McKinney, Marva	8/18/2014	PPLC agendas and student work	5/29/2015 weekly
G1.B1.S2.A1	Guided Reading plans that incorporate language and vocabulary standards		Guided Reading lesson plans Running Records	once	
G1.B2.S1.A1	Use CCSS text Exemplars		Lesson Plans, Interactive Journal entries	once	
G1.B2.S2.A1	Expose all students to rigorous grade level appropriate material during core instruction and scaffold support to assist students with completed assignments.		Lesson Plans, Interactive Journal entries, Data Notebook	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Vocabulary and Language Skills		9/2/2014	Informal and formal observations K-2 vocabulary assessments	9/2/2014 one-time
G2.B2.S1.A1	Exposing students to nonfiction text		Centers with nonfiction text components in K-5 Guided reading with nonfiction books Formal and informal observations by admin.	once	
G3.B1.S1.A1	Focused walkthroughs by administration will be used to ensure all math teachers are implementing the curriculum using the Gradual Release Model and implementing RtI and centers.	McKinney, Marva	9/1/2014	Administrator's weekly planners and formal and informal observation forms.	5/29/2015 one-time
G3.B2.S1.A1	Provide all students with i-ready instruction during center time.		i-Ready Data	once	
G3.B3.S1.A1	• Administration monitoring lesson plans with feedback • Common Planning with Administration and Coaches • Classroom walkthroughs • Formal and Informal Observations • Teacher and student data chats and goal setting	McKinney, Marva	8/29/2014		one-time
G3.B1.S1.A2	Common planning opportunities provided by the math coach to support planning instruction using the Gradual Release Model	McKinney, Marva	9/2/2014	PLC Agendas, Coaches Logs, Lesson Plans	5/29/2015 one-time
G3.B2.S1.A2	Provide additional opportunities for students to access i-ready lessons in the computer lab and select teachers from 8:00-8:30.		i-Ready Data	once	
G3.B1.S1.A3	Modeling and co-teaching of math lessons using the Gradual Release Model and how to differentiate centers based on I-Ready data	McKinney, Marva	9/2/2014	Coaches Logs, Lesson Plans	one-time
G3.B1.S1.A4	Professional Development Training on Gradual Release Model and planning for RtI and differentiated data-based centers for all math teachers.	McKinney, Marva	9/10/2014	PLC Agendas, Coaches logs, Lesson Plans	9/24/2014 one-time
G1.MA1	Students will increase their vocabulary and language skills. Students will gain understanding of nonfiction texts.		Walk throughs, formal and informal evaluations forms K-2 vocabulary assessments Agendas of vocabulary planning sessions with instructional coach and K-2 teachers Guided Reading Plans	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Students centers designed around vocabulary and language skills		Informal and formal evaluation Student work from centers	once	
G1.B1.S1.MA1	Students centers designed around vocabulary and language skills		Informal and formal evaluation Student work from centers	once	
G1.B2.S1.MA1	[no content entered]			once	
G1.B2.S1.MA1	Use CCSS text exemplars during ELA to increase student's exposure to rigor grade level materials.		PLC meeting agenda, Lesson Plans, classroom observations	once	
G1.B1.S2.MA1	Guided Reading plans that incorporate language and vocabulary standards		Guided Reading lesson plans Running Records	once	
G1.B1.S2.MA1	Guided Reading plans that incorporate language and vocabulary standards		Guided Reading lesson plans Running Records	once	
G1.B2.S2.MA1	Expose all students to rigorous grade level appropriate material during core instruction and scaffold support to assist students with completed assignments.		Lesson Plan review, classroom observations, PLC meeting agendas	once	
G1.B2.S2.MA1	Expose all students to rigorous grade level appropriate material during core instruction and scaffold support to assist students with completed assignments.		Lesson Plan review, common planning meeting discussions, classroom observations	once	
G2.MA1	Language and Vocabulary Skills		Formal and informal observations K-2 Vocabulary Assessments	one-time	
G2.B1.S1.MA1	Language and Vocabulary		Formal and Informal Observations K-2 Vocabulary Assessments	one-time	
G2.B1.S1.MA1	Vocabulary and language skills		Formal and Informal Observations K-2 Vocabulary Assessments	one-time	
G2.B2.S1.MA1	Exposure to nonfiction texts		Centers with nonfiction text components	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			in K-5 Guided reading with nonfiction books Formal and informal observations by admin.		
G2.B2.S1.MA1	Exposing students to nonfiction text		Centers with nonfiction text components in K-5 Guided reading with nonfiction books Formal and informal observations by admin.	once	
G3.MA1	Increase in student achievement data (CGAs, i-ready, classroom assessments) as discussed in Data chats		Student Data	one-time	
G3.B1.S1.MA1	Implementation of the Gradual Release Model		Lesson plans, formal and informal observations, coaches logs	once	
G3.B1.S1.MA1	PPLC meetings and professional development trainings.		Leadership walkthroughs, formal and informal observations.	once	
G3.B2.S1.MA1	I-Ready usage report and student response to instruction report		Increased student scores evidence of weekly program usage.	once	
G3.B2.S1.MA1	i-Ready data usage reports		i-Ready data	once	

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. An analysis of the 2013 and 2014 FCAT Reading data shows that in 2014 our scores decreased 13% from the previous year. Based on 2014 data, 47% of all students achieved proficiency in reading. By 2015, 65% of all students will achieve a level 3 or higher.

G1.B1 Students are not proficient with newly implemented Florida State Standards.

G1.B1.S1 During PPLCs, the instructional coach and the teachers will develop rigorous centers.

PD Opportunity 1

Centers

Facilitator

Coaches

Participants

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G1.B2 Student's lack of exposure to grade-level text.

G1.B2.S1 Use CCSS text exemplars during ELA to increase student's exposure to rigor grade level materials.

PD Opportunity 1

Use CCSS text Exemplars

Facilitator

Samantha Deffes, Reading Coach

Participants

All K-5 ELA Teachers

Schedule

G1.B2.S2 Expose all students to rigorous grade level appropriate material during core instruction and scaffold support to assist students with completed assignments.

PD Opportunity 1

Expose all students to rigorous grade level appropriate material during core instruction and scaffold support to assist students with completed assignments.

Facilitator

Samantha Deffes, Reading Coach

Participants

All K-5 ELA Teachers

Schedule

G3. Based on 2014 data, 45% of students had proficiency (Level 3s and above) in math, and the expected level for 2014-2015 is 57%. By April 2015 57% of grade 3, 4, 5 will score on or above grade level on the 2014 – 2015 Math Florida State Assessment.

G3.B1 Teachers not fully acclimated with the new Florida State Standards.

G3.B1.S1 The math coach will provide regular professional development and support implementation of the gradual release framework. Support may include modeling, co-teaching, planning and observing math lessons to ensure fidelity of implementation.

PD Opportunity 1

Focused walkthroughs by administration will be used to ensure all math teachers are implementing the curriculum using the Gradual Release Model and implementing RtI and centers.

Facilitator

Coaches and Administration

Participants

K-5 Math teachers

Schedule

On 5/29/2015

PD Opportunity 2

Common planning opportunities provided by the math coach to support planning instruction using the Gradual Release Model

Facilitator

Vincent Taylor

Participants

All K-5 Math Teachers

Schedule

On 5/29/2015

PD Opportunity 3

Modeling and co-teaching of math lessons using the Gradual Release Model and how to differentiate centers based on I-Ready data

Facilitator

Vincent Taylor

Participants

All K-5 Math teachers

Schedule

PD Opportunity 4

Professional Development Training on Gradual Release Model and planning for RtI and differentiated data-based centers for all math teachers.

Facilitator

Vincent Taylor

Participants

All K-5 Math teachers

Schedule

On 9/24/2014