

# Pickett Elementary School



2014-15 School Improvement Plan

## Pickett Elementary School

6305 OLD KINGS RD, Jacksonville, FL 32254

<http://www.duvalschools.org/pickett>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
75%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
43%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	D	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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Pickett Elementary is continually striving to motivate and inspire each student by implementing standards-based instruction that is rigorous and relevant in a safe, positive and supportive environment that will build strong leaders, which will impact the lives of children, their families, and their communities academically and socially.

##### **Provide the school's vision statement**

The vision of Pickett Elementary School is to maintain high academic standards through rigorous curriculum, thus equipping students with the necessary leadership skills to become high achieving, life-long learners, responsible citizens, and productive community members.

#### School Environment

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

The staff of Pickett Elementary participated in a guided tour of the community to learn about student's culture. The guided tour facilitated by a long time Jacksonville resident and educational advocate educated staff about the history of the community and the the schools. Members of the faculty and staff grew up in the community, attended school here and now work here. A greater understanding of student's culture was gained. School leaders and teachers often make home visits when parents/ guardians are not able to come to the school. During these home visits, parents are provided with information and resources that will help the student become successful in school. Teachers communicate with parents on a daily basis through the use of an agenda and parent phone calls and face to face conferences. Several teachers and staff mentor at risk students.

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

Pickett creates a safe environment by following the safety guidelines as outlined in Duval County Public School Safety Manual. The school abides by the code of conduct. Schoolwide rules, rituals and routines are taught and practiced by all. Teachers create and implement behavior plans in each classroom so that a learning environment is maintained and instructional time is maximized. Adults supervise transitions to school and from school. Classroom doors and campus entry ways are locked during the school day.

##### **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**

To minimize distractions and engage students during instructional time, each teacher has a positive behavior system. Pickett's behavior system rewards students for positive behavior. Catch em being good coins are given to classes that follow behavior expectations in common areas and in classrooms. Classes are rewarded when they collect fifteen coins. Students of the month are are selected and recognized for exhibiting leadership in the school. Students are celebrated for good conduct and grades during quarterly awards celebrations. CHAMPs is the behavior system that is

practiced throughout the school. Each classroom teacher is trained in this behavior system. Discipline assemblies are conducted to ensure behavior expectations are understood by all.

**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**

In order to meet the social-emotional needs of all the students monthly grade level lessons are taught by the school counselor to teach social skill and character development. Brief counseling is provided to assist students with individual social and emotional needs. Students and families are referred out to different agencies based on the student or family's needs (Historic James Weldon Johnson Full Service, Child Guidance, Northwest Behavioral).

**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**

Pickett Elementary has several early warning systems in place. Attendance is monitored daily through faculty member who are the first point of contact in an attendance issue. When the student reaches three consecutive absences the teacher notifies the counselor. The counselor reaches out to the parent and refers the student to the appropriate support personnel. if attendance does not improve, the student is flagged and referred to the truancy officer. The parents of suspended students are required to have a conference with the administrator and school counselor prior to the student's returning to school. During the conference, we assess whether the student needs more support in place such as an FBA or behavior contract. Progress report and scholarship warning are monitored at the midpoint of each nine weeks. The leadership team then decides if the student need additional support such as tutoring, reading intervention, math support services. or referral tor MRT. Sixth grade students are scheduled into enrichment courses.

**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	12	7	15	16	7	16	73
One or more suspensions	2	1	1	4	3	0	11
Course failure in ELA or Math	6	2	0	3	1	0	12
Level 1 on statewide assessment	0	0	0	9	19	17	45
	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	K	3	4	
Students exhibiting two or more indicators	4	4	4	12

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

Attendance was addressed through monthly attendance meetings and through weekly and monthly incentives for good attendance. Individual behavior plans were put into place for students needing more support with behavioral issues. Lunch Bunch groups were formed to meet student academic needs. Saturday School was offered to help improve academics. Small group, data based instruction was used by all classroom teachers and in school tutors to increase student achievement.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

**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**

Pickett invites "celebrities" from the community to read to our students on "Celebrity Reading Day." We offer parent make and take workshops so parents will have materials available at home to support their children with their work. We have a parent resource room and a parent library where parents can check out games, books, and instructional activities for home use. A computer and scanner is available in the front office to parents to enroll their students in Title One Pre-K. Parents are also invited to parent nights to receive information on what their children are doing in the classroom and how to support them at home. A community fair/job fair was part of our Open House. We also offered "Pastries for Parents" which is when parents are invited in to classrooms to have breakfast and read with their child. Community members are also invited to monthly SAC meetings. Twice a year the school counselor presents information about the school to the parents in a School Counselor Advisory Committee meeting.

**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, Carol	Principal
Poag, Melanie	Instructional Coach
Bradner, Michelle	Guidance Counselor
Smith, Carlene	Assistant Principal

## Duties

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

Identify the school-based RtI Leadership Team.

Carol Brown, Principal: Oversees all aspects of MTSS, delegates responsibilities, reports progress to district

Carlene Smith, Assistant Principal: Assist principal, conduct meetings of MTSS team, Update and provide school-wide data

Elandra Jones and Amy Taylor, General Education Teachers: Primary and Intermediate representatives

Nakia Reed, Exceptional Student Education (ESE) Teacher: ESE Representative

Melanie Poag, Instructional Coach (Reading): Plan and implement interventions in reading and math

Michelle Bradner, School Counselor: Design and implement school based strategies integrating the academic, behavioral and social elements of student performance

### ***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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The Leadership Team will attend all District meetings and provide trainings to the faculty on information learned at District meetings, continuously review student achievement data and identify school-wide needs as well as specific grade level needs, and implement the three-tiered MTSS/RtI model. The team will meet bi-weekly to engage in the following activities: Review universal screening data and link to instructional decisions. We will also review progress-monitoring data at the classroom level. The team will then identify professional development and resources needed. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Titles I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title II

District receives supplemental funds for improving basic education programs through the purchase of equipment to supplement education programs. New technology is expected through QZABII in classrooms and will be used to increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. The District purchased SuccessMaker, iReady, Achieve 3000, and Write To Learn licenses to integrate with instruction. In addition, professional development for these programs will be provided.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the Historical James Weldon Johnson Full Service Program and United Way to eliminate barriers for a free and appropriate education.

**Supplemental Academic Instruction (SAI)**

SAI funds will be coordinated with Title I funds to provide Summer Reading Academy for Level 1 and Level 2 students, along with students identified through iReady testing. SAI funds will be used to hire a retired Teacher of the Gifted to work with our proficient students in grades 3-5 and an additional teacher will be hired to work with our Level 1 students.

**Violence Prevention Programs**

Safe and Drug Free Schools: District provides funds for programs (Foundations/CHAMPS, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. We will also use the Second Step curriculum for Bullying Prevention

**Nutrition Programs**

Breakfast is provided to each student. A Food Drive will be held for parents in conjunction with our Parent Nights. Kindergarten students will participate in the "Chefs to School Program." Team-up has a dietician that works with their program.

**Adult Education**

A Parent Resource Room is set up for parents to utilize during the day.

**Career and Technical Education**

Guidance will present a Career Program through Classroom Guidance.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Debra Baldwin	Teacher
Carol Brown	Principal
Lawanna Tiitto	Parent
Patricia Isaac	Parent
Harry Cleveland	Parent
Roger Chubin	Business/Community
Elandra Jones	Teacher
Chris Murphy	Education Support Employee
Bryon Crosby	Teacher
Amy Taylor	Teacher
Sarah Team	Business/Community
Jennifer Freeman	Parent
Donna Keifer	Business/Community
Wayne Reece	Business/Community
Tony Barhi	Business/Community
Ricari Mallory	Parent
Katelia Albertie	Parent
Crystal Jeffries	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*

We were consistent with monthly meetings. SAC provided funds to promote school attendance. SAC provided opportunities for parents to be involved in school activities and academics. SAC provided an avenue of open communication between parents, school, and community on budget ideas, school safety, and parent programs.

*Development of this school improvement plan*

A meeting was held with SAC members discussing the school improvement plan and input was provided by SAC members.

*Preparation of the school's annual budget and plan*

Needs assessment through the school which is presented to the SAC committee. SAC committee picks a priority item for funding. It is put to the SAC committee for a vote.

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

Provide incentive funds to promote school attendance  
Provide opportunities for parents to become more involved in school activities and student academics

**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
Brown, Carol	Principal
Poag, Melanie	Instructional Coach
Bradner, Michelle	Guidance Counselor
Smith, Carlene	Assistant Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The school based LLT meets every Wednesday at 11:30 am. We discuss Reading, Math and Science data for all grade levels and all subgroups. We have representation for all content areas. The team makes decisions on what professional development is needed, what students need to be targeted, what classrooms need modeling, and what types of dialogue needs to occur with teachers. Our major initiatives this year are: Increasing the level of proficiency in Reading, Math, and Science, increasing instructional rigor, and implementing Thinking Maps into all content areas.

## 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**

Pickett faculty and staff members participate in the use of "compliment beads" to encourage positive working relationships. Teachers participate in common collaboration and planning during resource time weekly. Teachers also meet with the instructional coach and administration weekly to analyze student work and student data to increase student achievement.

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

1. Regular meetings of new teachers with Principal and Coaches for support.
2. Partnering new teachers with veteran staff.
3. PLC's and school based-professional development on shared inquiry and student engagement.
4. Participation in district based-professional development.
5. Facilitate MINT

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

New teachers participate in a mentoring program to assist them with their integration into the culture of the school, community, and district. Teachers are assigned mentors who are CET trained based on grade level or content area. New teachers are assigned a mentor and work closely with the professional development facilitator to complete MINT. New teachers work collaboratively with their grade level teachers to plan and discuss data for student achievement.

## 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***

Curriculum guides provided by the district provide a roadmap to ensure alignment to Florida Standards. Teachers participate in common planning with the academic coach and administrative staff to unpack standards and plan for instruction. Item specs are used when planning lessons to ensure assessment are align to the expectations of the standard.

#### **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***

Differentiated rotations in the classroom provide support for students who are not proficient on state assessments. Data from state, district, and classroom assessments are used to group students. A part-time tutor pushes in and supports students through modified instructional strategies to assist lower performing students and to enrich high performing students.

##### ***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:** 90

Team up is an after school program where students are given the opportunity to receive tutoring in core content areas and enrichment daily.

**Strategy Rationale**

To improve student performance in reading and math as measured by the state assessment annually.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**Person(s) responsible for monitoring implementation of the strategy**

Brown, Carol, brownc4@duvalschools.org

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

Team up hires classroom teachers who coordinate their lesson with the school's classroom teachers. Students who are struggling are encouraged to participate.

**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**

Pickett Elementary will offer a basic education Pre-school program this school year. A highly qualified teacher and paraprofessional are in place. They will follow a district provided standards based curriculum. This will allow our students to transition into our two basic kindergarten classes the following year.

**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.** Student math proficiency in grades 3 - 6 will increase from 51% to 67% as measured by the FSA by increasing rigor and aligning the content to item specs.
- G2.** In grades 3 - 6 student proficiency in reading as measured by the FSA will increase from 54% to 66% by increasing rigor and aligning the content to item specs.

## 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.** Student math proficiency in grades 3 - 6 will increase from 51% to 67% as measured by the FSA by increasing rigor and aligning the content to item specs. 1a

G042169

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	67.0

**Resources Available to Support the Goal** 2

- Highly qualified math teachers Small group instruction Gradual release model IReady Math rotations (daily after instruction) Rigorous curriculum District Specialists Math manipulatives Math kits (by grade level) Thinking Maps

**Targeted Barriers to Achieving the Goal** 3

- Lack of background knowledge of students

**Plan to Monitor Progress Toward G1.** 8

Student progress on meeting individual goals increases to the 67% threshold listed

**Person Responsible**

Carol Brown

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student performance will increase as measured through formative assessment (CGA's, exit slips, Module assessments, I-Ready assessment, FSA)

**G2.** In grades 3 - 6 student proficiency in reading as measured by the FSA will increase from 54% to 66% by increasing rigor and aligning the content to item specs. 1a

G042173

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	61.0

**Resources Available to Support the Goal** 2

- Comprehension Toolkit by Heinemann High Interest Reading Kits by Curriculum Associates Guided reading Time for Kids (used in conjunction with the Comprehension Toolkit) DAR Novel studies Making Words by Good Apple Words Their Way by Pearson Reading Coach (school based and district) Book room Classroom libraries Reading games for parent checkout School to Home reading comprehension folders by Lakeshore Thinking Maps

**Targeted Barriers to Achieving the Goal** 3

- Lack of background knowledge (students)

**Plan to Monitor Progress Toward G2.** 8

Student progress on meeting individual goals increases to the 66% threshold listed

**Person Responsible**

Melanie Poag

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student assessment data (CGA, exit slips, I-Ready, Achieve 3000, DAR, FSA)

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Student math proficiency in grades 3 - 6 will increase from 51% to 67% as measured by the FSA by increasing rigor and aligning the content to item specs. **1**

 G042169

**G1.B3** Lack of background knowledge of students **2**

 B102774

**G1.B3.S2** Rigorous K - 5 curriculum that exposes students to math problem solving and higher level thinking **4**

 S113903

### Strategy Rationale

#### Action Step 1 **5**

Implement district adopted, researched based curriculum; daily exposure to high order thinking through planned high order questions and problem solving

#### Person Responsible

Carol Brown

#### Schedule

Weekly, from 8/11/2014 to 6/5/2015

#### Evidence of Completion

Teacher lesson plans, classroom observations, assessment data, essential question, interactive journals

**Action Step 2** 5

Implement research based Thinking Maps strategies in all content areas to increase critical thinking skills

**Person Responsible**

Melanie Poag

**Schedule**

On 5/8/2015

***Evidence of Completion***

Student work (Thinking Map examples), teacher observation, student product, data from assessments

**Action Step 3** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Students will be expected to explain answers in writing and work in groups; teachers will develop and ask higher order thinking questions as outlined in Webb's depth of knowledge; Use item specs to plan lessons and write assessments.

**Person Responsible**

Carol Brown

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Teacher lesson plans, classroom observations, student products, interactive journals

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Student responses to questions and group work indicate increased understanding of the standards; student performance on formative assessment (exit slips, CGA's, Iowa, FCAT) will increase

**Person Responsible**

Carol Brown

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Data on assessments, classroom observations

**G2.** In grades 3 - 6 student proficiency in reading as measured by the FSA will increase from 54% to 66% by increasing rigor and aligning the content to item specs. 1

 G042173

**G2.B2** Lack of background knowledge (students) 2

 B102785

**G2.B2.S3** Rigorous K - 5 curriculum that exposes students to different genres and higher level thinking 4

 S113943

**Strategy Rationale**

FSA is more rigorous and requires students to look across multiple sources of texts and cite text evidence. In order to prepare our students for a more rigorous test we need to increase the rigor in the classroom and expose students to more rigorous tasks.

**Action Step 1 5**

Implement district adopted, researched based curriculum; daily exposure to high order thinking through planned high order questions and problem solving

**Person Responsible**

Melanie Poag

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Teacher lesson plans, classroom observations, assessment data, essential question posted, interactive journals, discussions with teachers during PLCs

**Plan to Monitor Fidelity of Implementation of G2.B2.S3 6**

Students will be expected to explain answers, work in groups, use textual evidence to support answers; teachers will develop and ask higher order thinking questions as outlined in Webb's depth of knowledge; a balance of fiction nonfiction texts are used during instruction. Teachers will implement the use of Thinking Maps in all content areas

**Person Responsible**

Melanie Poag

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Teacher lesson plans, classroom observations, student products

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

Student responses on assessments

**Person Responsible**

Melanie Poag

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

State, district and classroom assessments

**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.B3.S2.A1	Implement district adopted, researched based curriculum; daily exposure to high order thinking through planned high order questions and problem solving	Brown, Carol	8/11/2014	Teacher lesson plans, classroom observations, assessment data, essential question, interactive journals	6/5/2015 weekly
G2.B2.S3.A1	Implement district adopted, researched based curriculum; daily exposure to high order thinking through planned high order questions and problem solving	Poag, Melanie	8/18/2014	Teacher lesson plans, classroom observations, assessment data, essential question posted, interactive journals, discussions with teachers during PLCs	6/5/2015 weekly
G1.B3.S2.A2	Implement research based Thinking Maps strategies in all content areas to increase critical thinking skills	Poag, Melanie	9/5/2014	Student work (Thinking Map examples), teacher observation, student product, data from assessments	5/8/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.A3	[no content entered]			one-time	
G1.MA1	Student progress on meeting individual goals increases to the 67% threshold listed	Brown, Carol	8/18/2014	Student performance will increase as measured through formative assessment (CGA's, exit slips, Module assessments, I-Ready assessment, FSA)	6/5/2015 weekly
G1.B3.S2.MA1	Student responses to questions and group work indicate increased understanding of the standards; student performance on formative assessment (exit slips, CGA's, Iowa, FCAT) will increase	Brown, Carol	8/18/2014	Data on assessments, classroom observations	6/5/2015 weekly
G1.B3.S2.MA1	Students will be expected to explain answers in writing and work in groups; teachers will develop and ask higher order thinking questions as outlined in Webb's depth of knowledge; Use item specs to plan lessons and write assessments.	Brown, Carol	8/18/2014	Teacher lesson plans, classroom observations, student products, interactive journals	6/5/2015 weekly
G2.MA1	Student progress on meeting individual goals increases to the 66% threshold listed	Poag, Melanie	8/18/2014	Student assessment data (CGA, exit slips, I-Ready, Achieve 3000, DAR, FSA)	6/5/2015 weekly
G2.B2.S3.MA1	Student responses on assessments	Poag, Melanie	8/18/2014	State, district and classroom assessments	6/5/2015 weekly
G2.B2.S3.MA1	Students will be expected to explain answers, work in groups, use textual evidence to support answers; teachers will develop and ask higher order thinking questions as outlined in Webb's depth of knowledge; a balance of fiction nonfiction texts are used during instruction. Teachers will implement the use of Thinking Maps in all content areas	Poag, Melanie	8/18/2014	Teacher lesson plans, classroom observations, student products	6/5/2015 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 Opportunities

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

**G1.** Student math proficiency in grades 3 - 6 will increase from 51% to 67% as measured by the FSA by increasing rigor and aligning the content to item specs.

### **G1.B3** Lack of background knowledge of students

**G1.B3.S2** Rigorous K - 5 curriculum that exposes students to math problem solving and higher level thinking

#### **PD Opportunity 1**

Implement district adopted, researched based curriculum; daily exposure to high order thinking through planned high order questions and problem solving

##### **Facilitator**

School coach and District coach

##### **Participants**

teachers, coach, and administrators

##### **Schedule**

Weekly, from 8/11/2014 to 6/5/2015

#### **PD Opportunity 2**

Implement research based Thinking Maps strategies in all content areas to increase critical thinking skills

##### **Facilitator**

Reading Coach

##### **Participants**

faculty and staff

##### **Schedule**

On 5/8/2015

### PD Opportunity 3

#### Facilitator

#### Participants

#### Schedule

**G2.** In grades 3 - 6 student proficiency in reading as measured by the FSA will increase from 54% to 66% by increasing rigor and aligning the content to item specs.

**G2.B2** Lack of background knowledge (students)

**G2.B2.S3** Rigorous K - 5 curriculum that exposes students to different genres and higher level thinking

### PD Opportunity 1

Implement district adopted, researched based curriculum; daily exposure to high order thinking through planned high order questions and problem solving

#### Facilitator

School coach and District specialists

#### Participants

Teachers, coaches, and administrators

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Student math proficiency in grades 3 - 6 will increase from 51% to 67% as measured by the FSA by increasing rigor and aligning the content to item specs.	3,100
<b>Grand Total</b>	<b>3,100</b>

### Goal 1: Student math proficiency in grades 3 - 6 will increase from 51% to 67% as measured by the FSA by increasing rigor and aligning the content to item specs.

Description	Source	Total
<b>B3.S2.A1</b> - supplemental materials	School Improvement Funds	1,800
<b>B3.S2.A2</b>	School Improvement Funds	1,300
<b>Total Goal 1</b>		<b>3,100</b>