Robert M. Paterson Elementary

2014-15 School Improvement Plan

Robert M. Paterson Elementary

5400 PINE AVE, Orange Park, FL 32003

http://pes.oneclay.net

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	No	29%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	25%

School Grades History

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

School Board Approval

This plan is pending approval by the Clay County School Board.

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

R.M. Paterson Elementary seeks to create a learning environment where faculty encourages high expectations and collaboratively works together to implement the new Common Core State Standards that will provide a quality education to all students. Our school promotes a safe, nurturing, and supportive environment that fosters high self esteem and encourages and motivates students to do their personal best. Furthermore, we strive to have parents, teachers, and community members to be actively involved in our student's learning.

Provide the school's vision statement

For teachers to continue to improve their knowledge and perfect their teaching skills through resources, workshops, and training opportunities provided by the school and district. For teachers to enhance their understanding of the new curriculum while implementing these best teaching practices in the classroom, directly impacting students to better prepare them for their continuous academic growth, college and careers in the future.

School Environment

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

Teachers and students build relationships through activities such as field trips, formal and informal conferences,sharing of journals and personal narrative writings, attending the winter festival provided by our parent-teacher association, teacher sponsored clubs such as the Robotics club, Run Walk club, and safety patrols, and participating in monthly spirit days. The Making Meaning and Being A Writer programs also provides opportunities for teachers to get to know their students and to learn about their personal lives.

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

Students, teachers, and parents are invited to quarterly award ceremonies where students are honored for their achievements in the following: A honor roll, AB honor roll, perfect attendance, and good citizenship. The foundations committee has been working to improve the effectiveness and safety in the areas of both the cafeteria and the playgrounds. Orientation and Open House where students, parents, and teachers meet, helps students feel safe and part of a community. Safety patrols help to ensure that students are following the rules and are safe before and after 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

Teachers and administrators on campus widely use the "Give Me Five" sign to gain students' attention.
Safety patrols help to ensure rules are followed before and after school. The county code of conduct is posted on the school website. School rules are published in the student's agenda, reviewed by teachers, and parents and students are required to review and sign. Classroom rules are posted,

reviewed, and enforced in each classroom to ensure a healthy learning environment for all students. Administration provides an assembly to review school wide policies and procedures.

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

Guidance counselors provide teacher trainings,classroom guidance, as well as individual guidance to students in need. Exterior resources are brought in to train teachers to recognize and integrate strategies to assist teachers and students when needed. Professionals provide guidance to faculty and staff to appropriately deal with abnormal school circumstances. Our school attendance team meets to ensure students our regularly coming to school. The school psychologist works to develop a plan of intervention to assist students in their academic and personal growth through observations, data, and working with faculty and staff.

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

Reports are obtained from focus at interims and at the end of each quarter to identify any student that meets two of the four criteria. Any student that is identified will be notified of an intervention meeting involving the student's teachers, guidance, administration, and school psychologist. Data is reviewed in the areas of concern. All stake holders discuss possible rationale and strategies to enhance the student's success. Any ESE, MTSS, and 504 students who meet this criteria are already on intervention plans and are not required for EWS interventions.

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 6	Total
Attendance below 90 percent	0	
One or more suspensions	0	
Course failure in ELA or Math	1	1
Level 1 on statewide assessment	1	1
	0	

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

Indicator	Grade Level 6	Total
Students exhibiting two or more indicators	1	1

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

An attendance team consisting of administration, guidance counselor, teachers, and other support personal are in place to ensure the student is attending school. Data is reviewed bi-monthly to identify

at risk students. Also the MTSS process is being implemented and monitored closely by all interested parties mentioned above, as well as the parents.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parents are provided direct access to student's grades and averages using the Parent Portal System. The school publishes a monthly newsletter to inform parents about school wide events.Teachers publish newsletters that provide parents with information in the classrooms like subject objectives/ areas of study, up-coming classroom events, and other important information that parents would deem helpful. Teachers and administrators participate in formal and informal conferences and IEP review meetings. The Parent-Faculty Association or PFA holds monthly meetings to collaborate with parents and teachers to increase parent involvement and gain volunteers. Fourth through sixth grade students use an agenda that helps in the communication between teachers and parents. All students and parents receive a weekly Wednesday folder with newsletters, flyers, and graded papers. Furthermore, edu-link phone messages are frequently sent to give important information and reminders to parents.

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

Community business partners, such as Wal-mart, help to provide our school and teachers with school supplies. The "Adopt A Class" program allows parents and business owners to adopt a classroom, which provides the teacher with extra funds to buy needed classroom supplies to enhance student learning. In addition, local churches volunteer donations to assist teachers in purchasing supplies for their classroom. Students are also working with the community to collect can goods for the local Salvation Army as well as the county food pantry.

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
O'Brian, John	Principal
Vann, Amy	Assistant Principal
Button, Mary	Guidance Counselor
Sad, Mandy	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 and Assistant 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, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Select General Education Teachers: Primary and Intermediate: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: 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.
Guidance Counselors: Participate in training staff in the RtI process and assisting them in understanding and implementing the data collection, goal setting, strategy implementation and evaluation of the RtI process as well as facilitate the Tier 3 intervention application and guide teachers through the documentation process.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Technology Coach/Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
Staffing Specialist – ESE: Facilitates and supports data collection activities, monitoring and implementation of the Individualized Educational Plans (IEP), and reviews data and forms to determine federal and state compliance.
District Intervention Specialist: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 intervention plans; assists grade levels in the implementation and documentation of strategies.

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 schools, our teachers, and in our students?"
The team meets monthly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. 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.

In addition, administrators and guidance counselors meet monthly with grade levels to discuss the progress of students receiving iii services and decide any modifications to their service plan, review data on all students in the grade level, discuss and problem-solve academic or behavioral issues for that grade level.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Mr. John O'Brian	Principal
Lisa Pierson	Teacher
Brandi Conomea	Teacher
Lucille Gallagher	Education Support Employee
Maria McKenzie	Parent
Sue Heath	Parent
Angela Muyres	Parent
Maggie McLaughlin	Parent
Toni Lombardi	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

The members of the SAC group provided input into the school improvement plan based on assessment needs to the goals for the 13-14 school year. Goals were supported through various funding for specific approved initiatives. Teachers were provided training and resources to enhance their knowledge of new standards and teaching objectives.

Development of this school improvement plan

The members of the SAC group provide input into the school improvement plan based on assessed needs and/or annual parent, faculty/staff, and student surveys. They review and approve the plan yearly.

Preparation of the school's annual budget and plan

There is no allocations from the district specific for the SIP. Teachers and staff can submit request for funding of initiatives described in the School Improvement Plan. This could include, materials, resources, etc. as they pertain to reading, writing, and mathematics.

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

Sixth grade requires students to submit an entry in the annual Science Fair to promote scientific knowledge and an understanding of the scientific process. Science Fair materials in the amount of $1,000 are requested to fund the annual Science Fair which includes an awards dinner attended by students and their parents. To promote and encourage reading by all students $1,000 toward the purchase of the Accelerated Reader STAR test was approved.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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
Vann, Amy	Assistant Principal
Pierson, Lisa	Teacher, K-12
O'Brian, John	Principal
Button, Mary	Guidance Counselor
Bartel, Jody	Teacher, K-12
Coursey, Alma	Teacher, K-12
Richards , Barb	Teacher, K-12
Sad, Mandy	Guidance Counselor
Weir, Jamee	Teacher, K-12
Matthews, Diane	Teacher, K-12
Creswell, Jenny	Teacher, K-12
Marlowe, Linda	Instructional Media
Seco, Jen	Instructional Technology
Bonham, Stephanie	Teacher, ESE
Ross, Courtney	Teacher, ESE
Christopher, Nakia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The continued implementation of the Being a Writer program, Making Meaning program and writing across the curriculum for all teachers is one of our primary objectives. In addition, on-going training in the areas of common core state standards implementation and active student engagement strategies are also areas of focus this year.

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

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

Teachers participate in weekly PLC meetings where they collaborate on instruction for the new Making Meaning and Being A Writer programs being implemented this year. Teachers also have meetings to discuss data that will help lead the instructions of their students. Teachers participate in grade level meetings with teachers below and above their grade levels to discuss students strengths and weaknesses and to collaborate on how to better prepare our students.

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

Both administrators attend recruiting trips to various colleges and universities to meet and interview perspective teachers for our school. Resumes are reviewed and qualifications are discussed with candidates. After teachers become part of our faculty, we encourage on-going professional development and placing teachers in leadership roles to help them become an integral part of the school leadership team and to gain from their expertise. On-going activities are offered to promote positive morale and make Paterson a productive and positive workplace.

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

Grade level team members and team leaders are employed as peer mentors to assist new teachers with procedures, curriculum, and other issues. Administrators also provide support and monitor new employees as they adjust to the school. Weekly newsletters/agendas are e-mailed to all teachers to help improve communication.

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

Teachers use curriculum maps, pacing guides, current printed standards, performance matters data, PLC logs, website resources such as CPALMS and Blackboard, as well as standards posted in classrooms.

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

Teachers use data from Performance Matters testing in both reading and math, STAR testing to determine students' independent reading level, fluency checks, and FCAT reading and math test results to modify instruction.Teachers use this data to determine which students are in need of small group interventions or MTSS. ESOL students are provided with extra small group tutoring.Students with 504's are provided with the accomodations listed on their plan of support. During IDR, students are able to choose and read books on their level, while teachers are conferencing and implementing small group instruction.

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: Before School Program

Minutes added to school year: 180

A before school tutoring program is offered annually for students with deficit skills in reading for third graders and math for students in 4th-6th grades. This program is offered three days a week for students who are recommended by their teachers due to poor test scores, grades, and /or classroom performance.

Strategy Rationale

The additional and intense interventions will enhance and facilitate students' understanding of strategies, curriculum, and criteria as they pertain to common core standards and state assessments.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
O'Brian, John, jeobrian@oneclay.net

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

Attendance data is collected and monitored to be sure the maximum number of students are served in the program as well as test data from 13-14 FCAT assessment.

Student Transition and Readiness

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

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

At Paterson Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to assess individual strengths and weaknesses and to assist in the developmental robust instruction/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness Processing. The Florida Kindergarten Reading Screening (FLKRS) is given within the first 30 days of school. The Performance Matters reading test will be administered one-on-one to all kindergarten students to determine their initial success probability in reading.
Parents are invited to Orientation and Open House meetings to meet the teacher, tour the school, become familiar with school policy, procedures, Kindergarten curriculum, and build the home/school communication bridge.
Screening data is collected and analyzed to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction. Core Kindergarten academic and behavioral instruction will include explicit instruction, modeling, guided practice and independent practice of all academic and or social/emotional skills identified by screening data. Social skill instruction will occur daily and will be reinforced throughout the day through the use of common language, re-teaching, and positive reinforcement of pro-social behavior.
Performance Matters reading test will be administered three times per year in order to determine

student learning gains to determine the need for changes of the instructional/intervention programs. Performance Matters math is also administered three times annually.

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. Increase writing scores by writing across the curriculum and the continued implement of the Being a Writer program in grades K-5th

G2. Increase student engagement in reading by implementing the Making Meaning program to improve reading achievement.

G3. To improve student achievement in the area of math by implementing the common core Go Math series.

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. Increase writing scores by writing across the curriculum and the continued implement of the Being a Writer program in grades K-5th `1a`

🔍 G046135

Targets Supported `1b`

Indicator	Annual Target
FAA Writing Proficiency	40.0

Resources Available to Support the Goal `2`

- Being a Writer teacher kits and trade books, journals for all teachers, classroom journaling, writing across the curriculum, 120+ literacy block, professional development training

Targeted Barriers to Achieving the Goal `3`

- Teachers require training in this new approach to writing and the use of the Being a Writer materials.

Plan to Monitor Progress Toward G1. `8`

Review Clay Writes and formal and informal conferencing with students to evaluate strategies to prepare students for FSA writing.

Person Responsible

John O'Brian

Schedule

Quarterly, from 8/12/2014 to 4/30/2015

Evidence of Completion

Increase in 13- 14 FCAT Reading and Writing scores by 5% from the 2013 FCAT Writing scores for 4th grade students or an increase in the Clay Writes scores from the first assessment to the third assessment for non-FSA tested grades.

G2. Increase student engagement in reading by implementing the Making Meaning program to improve reading achievement. `1a`

🔍 G046137

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	87.0

Resources Available to Support the Goal `2`

- Ongoing Common Core State Standards training through professional development by faculty who have participated in special trainings by outside professional consultants and district specialist. Collaboration through Learning Communities, Lesson Study, Professional Library resources, Paterson Update weekly newsletter and District Curriculum Connection, Online such as the District resources on the Teacher Training Center and C-Palms sites, Accelerated Reader STAR test program to offer reading incentives

Targeted Barriers to Achieving the Goal `3`

- Time to implement and train teachers in the CCSS strategies and standards is difficult with the abundance of other duties and responsibilities teachers have to complete.

Plan to Monitor Progress Toward G2. `8`

Review of Accelerated Reader STAR reports, informal classroom observations, review of teacher lesson plans for documentation of student engagement strategies

Person Responsible

Amy Vann

Schedule

Quarterly, from 8/12/2014 to 4/30/2015

Evidence of Completion

results of Accelerated Reader reports PLC Target Goal(s) documentation lesson plans walk through documentation

G3. To improve student achievement in the area of math by implementing the common core Go Math series. `1a`

`G046139`

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Mathematical series and resources to integrate the CCSS into the curriculum and pacing guides. Field trips for 5th and 6th grade to the North Fork Ranch for hands-on mathematical related activities block scheduling with teachers who are devoted to the mathematical curriculum CAPS program to enhance student learning in the area of mathematics. Technology resources such as "Think Central" to provide assistance in improving students' comprehension of the mathematical curriculum.

Targeted Barriers to Achieving the Goal `3`

- Students lack sufficient background knowledge in mathematical foundation concepts and their ability to integrate that knowledge into higher order thinking concepts.

Plan to Monitor Progress Toward G3. `8`

Evaluation of Performance Matters testing to evaluate students' progress. FSA resources to prepare students for state assessments. Students are introduced to using math journals to assist in their ability to articulate process of understanding and supporting their answers. In addition, continued building on mathematical foundational concepts that will be required prior knowledge and the basis understanding for future mathematical concepts. Integrating mathematical concepts into higher order and real life problem solving.

Person Responsible

Amy Vann

Schedule

Quarterly, from 8/12/2014 to 4/30/2015

Evidence of Completion

Performance Matters test, formal and informal assessments, lesson plans, math journals

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. Increase writing scores by writing across the curriculum and the continued implement of the Being a Writer program in grades K-5th `1`

🔑 G046135

G1.B1 Teachers require training in this new approach to writing and the use of the Being a Writer materials. `2`

🔑 B114102

G1.B1.S1 Provide ongoing training and support in the Being a Writer Program throughout the school year. `4`

🔑 S125591

Strategy Rationale

Action Step 1 `5`

Provide training in the Being a Writer Program in October, November and January and provide ongoing support for classroom implementation.

Person Responsible

Schedule

Quarterly, from 8/12/2014 to 4/30/2015

Evidence of Completion

In-service Follow-up forms Clay Writes and FSA Writing scores Journal entries

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

Review of classroom implementation

Person Responsible

Schedule

Evidence of Completion

Walk through logs Journals Inservice follow-up forms Informal observations

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

Review Clay Writes and FCAT Writes scores, monthly data meetings

Person Responsible

Schedule

Evidence of Completion

Clay Writes and FCAT Writes score improvement Teacher feedback on the Being a Writer Program

G2. Increase student engagement in reading by implementing the Making Meaning program to improve reading achievement. [1]

G046137

G2.B1 Time to implement and train teachers in the CCSS strategies and standards is difficult with the abundance of other duties and responsibilities teachers have to complete. [2]

B114104

G2.B1.S1 Training opportunities have been scheduled during pre-planning and on early dismissal days to limit the impact on instruction and teacher planning time. Non-classroom based personnel have been used to supervise classes to allow teachers the opportunity to visit other classrooms to observe. Information related to the CCSS is disseminated via e-mail and online resources to reduce the amount of time teachers will be attending meetings. [4]

S125593

Strategy Rationale

Action Step 1 [5]

Teachers have been provided with Making Meaning resources and training on how to effectively use and integrate these strategies into their curriculum.
Teachers have been enrolled in a CCSS Inservice Umbrella to allow them to earn credit for attending a variety of one hour trainings on topics related to the CCSS.
Provide trainings in topics such as student engagement, close reads, text-based questioning, Blending the CCSS and NGSS, etc.
Collect follow-up forms to document classroom implementation

Person Responsible

John O'Brian

Schedule

Quarterly, from 8/12/2014 to 4/30/2015

Evidence of Completion

Inservice Follow-up forms Walk through documentation Lesson plans Accelerated Reader STAR reports of student activity

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

Administrators will conduct walk throughs and informal observations to document student engagement and the shift to active student involvement during instruction.

Person Responsible

Schedule

Evidence of Completion

Lesson plan documentation of small group instruction, partner-pair-share, oral presentations, center activities, cooperative learning groups, journal sharing, author's chair to share writing, group projects, etc. Attendance rosters for CCSS trainings Accelerated Reader STAR reports of student reading activities

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

Administrators will conduct walk throughs and informal observations to document student engagement and the shift to active student involvement during instruction.

Person Responsible

Schedule

Evidence of Completion

Lesson plan documentation of small group instruction, partner-pair-share, oral presentations, center activities, cooperative learning groups, journal sharing, author's chair to share writing, group projects, etc. Attendance rosters for CCSS trainings Accelerated Reader STAR reports of student reading activities

G3. To improve student achievement in the area of math by implementing the common core Go Math series. `1`

🔑 G046139

G3.B1 Students lack sufficient background knowledge in mathematical foundation concepts and their ability to integrate that knowledge into higher order thinking concepts. `2`

🔑 B114107

G3.B1.S1 To require students to use prior mathematical concepts and integrate that knowledge to build and understanding present and future understanding. Students will be expected to articulate their understanding and application of mathematical concepts by applying it to real world problems. This will enhance their ability for higher order thinking and rationale. `4`

🔑 S125597

Strategy Rationale

To promote higher order thinking, understanding and application.

Action Step 1 `5`

Evaluation of Performance Matters testing to evaluate students' progress. FSA resources to prepare students for state assessments. Students are introduced to using math journals to assist in their ability to articulate process of understanding and supporting their answers. In addition, continued building on mathematical foundational concepts that will be required prior knowledge and the basis understanding for future mathematical concepts. Integrating mathematical concepts into higher order and real life problem solving.

Person Responsible

Amy Vann

Schedule

Quarterly, from 8/12/2014 to 4/30/2015

Evidence of Completion

Performance Matters Formal and Informal assessments Math Journals Lesson Plans

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

Review science fair project grades and award winners
Review post test from North Fork Ranch field trips and student feedback
Review lesson plans for students engaged in hands-on activities
Review student journal entry

Person Responsible

Schedule

Evidence of Completion

Display of science fair projects Field trip documentation Lesson plans Science journals

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

Review science fair and North Fork Ranch field trip evidence
Review lesson plans and student journal entries

Person Responsible

Schedule

Evidence of Completion

Display of science fair projects Field trip documentation Lesson plans Science journals

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	Provide training in the Being a Writer Program in October, November and January and provide ongoing support for classroom implementation.		8/12/2014	In-service Follow-up forms Clay Writes and FSA Writing scores Journal entries	4/30/2015 quarterly
G2.B1.S1.A1	Teachers have been provided with Making Meaning resources and training on how to effectively use and integrate these strategies into their curriculum. Teachers have been enrolled in a CCSS Inservice Umbrella to allow them to earn credit for attending a variety of one hour trainings on topics related to the CCSS. Provide trainings in topics such as student engagement, close reads,	O'Brian, John	8/12/2014	Inservice Follow-up forms Walk through documentation Lesson plans Accelerated Reader STAR reports of student activity	4/30/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	text-based questioning, Blending the CCSS and NGSS, etc. Collect follow-up forms to document classroom implementation				
G3.B1.S1.A1	Evaluation of Performance Matters testing to evaluate students' progress. FSA resources to prepare students for state assessments. Students are introduced to using math journals to assist in their ability to articulate process of understanding and supporting their answers. In addition, continued building on mathematical foundational concepts that will be required prior knowledge and the basis understanding for future mathematical concepts. Integrating mathematical concepts into higher order and real life problem solving.	Vann, Amy	8/12/2014	Performance Matters Formal and Informal assessments Math Journals Lesson Plans	4/30/2015 quarterly
G1.MA1	Review Clay Writes and formal and informal conferencing with students to evaluate strategies to prepare students for FSA writing.	O'Brian, John	8/12/2014	Increase in 13- 14 FCAT Reading and Writing scores by 5% from the 2013 FCAT Writing scores for 4th grade students or an increase in the Clay Writes scores from the first assessment to the third assessment for non-FSA tested grades.	4/30/2015 quarterly
G1.B1.S1.MA1	Review Clay Writes and FCAT Writes scores, monthly data meetings		Clay Writes and FCAT Writes score improvement Teacher feedback on the Being a Writer Program	once	
G1.B1.S1.MA1	Review of classroom implementation		Walk through logs Journals Inservice follow-up forms Informal observations	once	
G2.MA1	Review of Accelerated Reader STAR reports, informal classroom observations, review of teacher lesson plans for documentation of student engagement strategies	Vann, Amy	8/12/2014	results of Accelerated Reader reports PLC Target Goal(s) documentation lesson plans walk through documentation	4/30/2015 quarterly
G2.B1.S1.MA1	Administrators will conduct walk throughs and informal observations to document student engagement and the shift to active student involvement during instruction.		Lesson plan documentation of small group instruction, partner-pair-share, oral presentations, center activities, cooperative learning groups, journal sharing, author's chair to share writing, group projects, etc. Attendance	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			rosters for CCSS trainings Accelerated Reader STAR reports of student reading activities		
G2.B1.S1.MA1	Administrators will conduct walk throughs and informal observations to document student engagement and the shift to active student involvement during instruction.		Lesson plan documentation of small group instruction, partner-pair-share, oral presentations, center activities, cooperative learning groups, journal sharing, author's chair to share writing, group projects, etc. Attendance rosters for CCSS trainings Accelerated Reader STAR reports of student reading activities	once	
G3.MA1	Evaluation of Performance Matters testing to evaluate students' progress. FSA resources to prepare students for state assessments. Students are introduced to using math journals to assist in their ability to articulate process of understanding and supporting their answers. In addition, continued building on mathematical foundational concepts that will be required prior knowledge and the basis understanding for future mathematical concepts. Integrating mathematical concepts into higher order and real life problem solving.	Vann, Amy	8/12/2014	Performance Matters test, formal and informal assessments, lesson plans, math journals	4/30/2015 quarterly
G3.B1.S1.MA1	Review science fair and North Fork Ranch field trip evidence Review lesson plans and student journal entries		Display of science fair projects Field trip documentation Lesson plans Science journals	once	
G3.B1.S1.MA1	Review science fair project grades and award winners Review post test from North Fork Ranch field trips and student feedback Review lesson plans for students engaged in hands-on activities Review student journal entry		Display of science fair projects Field trip documentation Lesson plans	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Science journals		

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. Increase writing scores by writing across the curriculum and the continued implement of the Being a Writer program in grades K-5th

G1.B1 Teachers require training in this new approach to writing and the use of the Being a Writer materials.

G1.B1.S1 Provide ongoing training and support in the Being a Writer Program throughout the school year.

PD Opportunity 1

Provide training in the Being a Writer Program in October, November and January and provide ongoing support for classroom implementation.

Facilitator

Participants

Schedule

Quarterly, from 8/12/2014 to 4/30/2015

G2. Increase student engagement in reading by implementing the Making Meaning program to improve reading achievement.

G2.B1 Time to implement and train teachers in the CCSS strategies and standards is difficult with the abundance of other duties and responsibilities teachers have to complete.

G2.B1.S1 Training opportunities have been scheduled during pre-planning and on early dismissal days to limit the impact on instruction and teacher planning time. Non-classroom based personnel have been used to supervise classes to allow teachers the opportunity to visit other classrooms to observe. Information related to the CCSS is disseminated via e-mail and online resources to reduce the amount of time teachers will be attending meetings.

PD Opportunity 1

Teachers have been provided with Making Meaning resources and training on how to effectively use and integrate these strategies into their curriculum. Teachers have been enrolled in a CCSS Inservice Umbrella to allow them to earn credit for attending a variety of one hour trainings on topics related to the CCSS. Provide trainings in topics such as student engagement, close reads, text-based questioning, Blending the CCSS and NGSS, etc. Collect follow-up forms to document classroom implementation

Facilitator

Amy Vann, Assistant Principal School-based team of CCSS trainers

Participants

Faculty

Schedule

Quarterly, from 8/12/2014 to 4/30/2015

Technical Assistance Items

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

Budget Rollup

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