

Arlington Heights Elementary School



2014-15 School Improvement Plan

Arlington Heights Elementary School

1520 SPRINKLE DR, Jacksonville, FL 32211

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
76%

Alternative/ESE Center
No

Charter School
No

Minority
76%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

School Environment

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

Arlington Heights Elementary was an ESOL Center School (prior to the 2014-2015 school year), and served as many as twenty-eight to thirty-two native cultures and languages K-5. Upon initial enrollment, students complete a Language Survey, which identifies a student's native language; therefore, communicating to the records clerk and administration the need for additional testing for appropriate placement and support, if the native language differs from English. In turn, the ESOL Department of DCPS's central office is informed, and testing arrangements made and conducted to quickly assess and review the best appropriate placement for each individual student. (ESOL students returned to "home/neighbor" schools this year, so we must verify addresses for proper school enrollment.) Our school currently has two teachers and two paras who speak other languages (Spanish and Arabic), who assist with communications with the two cultures; however, additional interpreters can be requested through the ESOL office.

Our experience has been to provide as much support to assist our students and families with various cultural backgrounds, and the faculty and staff have received appreciative comments and gestures from parents and guardians within the quarterly ESOL Meetings with teachers, and sometimes more frequent meetings, if needed to review concerns, needs, and communication efforts to families. Our faculty and staff embrace the opportunity to support our students and families of other cultures, and feel privileged to build and strengthen our primary focus, building relationships. Equity in education also means we have a responsibility to understand and respect the differences of others. We take this role seriously and make the necessary time in our schedules to provide the conferencing and support necessary to assure all stakeholders understand "meeting the needs of our children come first." (This quote is a part of our school identification sign on the front of our school.)

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

Each morning before school, we allow the students to sit in the hallways and read books, while being monitored by our school personnel. Students are greeted in the morning by a staff member when they enter the building. In addition, we also have a computer club that allows students the opportunity to enhance their learning via computer applications. Subsequently, some teachers allow students to come into their rooms early for academic tutoring. (All tutors/visitors who enter our building must sign in at the main office.)

Throughout the day, our school adheres to the Foundations and CHAMPS Behavioral Model to foster respect in the classroom as well as common areas; such as, the cafeteria, resource classes, bus area, hallways, restrooms, and playground.

Each teacher promotes a positive behavioral management system in our classrooms. Students are not allowed to leave the classroom alone. They must walk in pairs whenever they go, or be

accompanied by an adult/patrol. Foundations Team has created a new positive reward system in the cafeteria, which seems to be effective.

After school, students are escorted to their dismissal locations by teachers. Teachers in each assigned dismissal area have a check-off sheet to sign out students during our afternoon dismissal. Teachers are assigned a rotating or permanent location, which usually changes each quarter. This promotes a stronger familiarity with all students.

We also have an after school program entitled "GirlSmart" (sponsored by Girls, Inc.) that provides academic enrichment to the female students in grades K-5. This is a five day a week program. The Cathedral Arts Program is another after school program offered at our school. Students participate in a well-planned art program with a resident artist, and learns how to develop their personal artistic skills in visual arts. Cathedral Arts is offered two days a week.

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

Arlington Heights Elementary School uses the CHAMPS Model for our school. Each grade level has designed a Positive Behavioral Management Plan that is implemented on each grade level. This plan coincides with our school wide Positive Behavioral Management Plan (PBMP) that is also meant to strengthen rituals and routines through consistent implementation school wide. Our foundations team has created and will continue to revise throughout the school year the PBMP for our school. By implementing the CHAMPS model and creating a Positive Behavior Management Plan, potential behavior disruptions are avoided. Teachers lesson plans are designed for student engagement which curtails off task behavior. Arlington Heights has a school wide classroom referral which consist of the following: mild, moderate, and severe. Severe infractions are sent to administration. Depending on the moderate infractions, numerous consequences may be utilized which include time out, phone call to parents, note to parents, parent conference, or in-school suspension.

Each teacher has been trained on the CHAMPS Model as well as the Positive Behavioral Management Plan (PBMP). In addition, teachers have been trained on the code of conduct and the proper steps for disciplinary actions. Subsequently, student assemblies are held to educate students on the new District Code of Conduct, CHAMPS Model, and our Positive Behavioral Management Plan. Several assemblies will be conducted with students throughout the school year to reinforce our behavioral plan.

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

Arlington Heights Elementary School has a full time guidance counselor who provides character education lessons for our students each week. The guidance counselor sees a small group of students on a weekly basis to mentor the students. The School Psychologist visits our classrooms on a regular basis as well as the behavioral interventionist.

Additionally, the guidance counselor assist students and parents with recommendations to our full services to assist them with various social and economic needs. Arlington Heights has established a "Believe and Achieve Mentor Program" in which various businesses, faith based, and universities come out to our school and mentor our student on a regular schedule. Classroom teachers can also take advantage of the Second Step curriculum which is a violence prevention program that teaches students social skills such as conflict resolution. Classroom teachers can also utilize the Rtl approach for students social and emotional needs. Rtl Approach allows teachers to collect data over time to determine how the needs of children can be serviced.

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

Attendance below 90 percent K 21
 Attendance below 90 percent 1 15
 Attendance below 90 percent 2 18
 Attendance below 90 percent 3 14
 Attendance below 90 percent 4 18
 Attendance below 90 percent 5 6
 Total 92
 One or more suspensions 1 2
 One or more suspensions 2 1
 One or more suspensions 3 3
 One or more suspensions 4 9
 One or more suspensions 5 1
 Total 16
 Course failure in ELA or Math K 3
 Course failure in ELA or Math 1 4
 Course failure in ELA or Math 2 1
 Course failure in ELA or Math 3 23
 Course failure in ELA or Math 4 1
 Total 32
 Level 1 on statewide assessment 3 33
 Level 1 on statewide assessment 4 27
 Level 1 on statewide assessment 5 31
 Total 91

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	21	15	18	14	18	6	92
One or more suspensions	0	2	1	3	9	1	16
Course failure in ELA or Math	3	4	1	23	1	0	32
Level 1 on statewide assessment	0	0	0	33	27	31	91

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	9	9	1	19

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

Various intervention strategies are used to improve academic performance: gradual release of responsibility
 lesson plan model, differentiated center activities, small group instruction, one to one direct instruction, technology programs such as achieve 3000, i-Ready, write to learn, GIZMO, guided reading, close reading, word families, flash cards (addition/subtraction/multiplication/division), small

group instruction, Barton curriculum, and RtI. Extended Hour each school day to provide additional academic support for students in reading.

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

Arlington Heights Elementary has an active School Advisory Committee (SAC) which helps with securing different local businesses to aid our school with resources. Resources includes supplies, and volunteer hours to help in the classroom. During our various family nights such as literacy night, open house, and STEAM Night, businesses contact administration and volunteer their time to the school. Once business partnerships have been initiated by businesses or faith based institutions, administration works to maintain regular communication between the school and the organization. School updates and thank you notes are given to guarantee that the institution understands how their investment in our school has effected the school.

Further, these organizations are a part of our "Believe and Achieve Mentor Program" that we established at our school. With our mentoring program, our business partners come in on a regular basis to mentor and tutoring our students.

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
Latimer, Patricia	Principal
Rowan-Thomas, Regina	Assistant Principal
Bell, Susan	Instructional Coach
Freeman, Rachel	Instructional Coach

Duties

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

Patricia Latimer, Principal – chair of the Writing PLC and co-chair of Reading PLC
Regina Thomas, Assistant Principal – chair of the STEAM, and co-chair of Rtl and Math
Susan Bell, Instructional Reading Coach– chair of the Reading PLC
Rachel Freeman, Instructional Math Coach – co-chair of the Math PLC
Kayla Johnston, Kindergarten Teacher – facilitates monthly grade level Collaborative Problem Solving Team meetings once a month to analyze student assessment data and student work to assist in developing strategies for meeting the needs of the bottom quartile, the top quartile and students not meeting the AMO.
Andrew Fisher, First Grade Teacher – facilitates monthly grade level Collaborative Problem Solving Team meetings once a month to analyze student assessment data and student work to assist in developing strategies for meeting the needs of the bottom quartile, the top quartile and students not meeting the AMO.
Rachel Shuert, Second Grade Teacher – facilitates monthly grade level Collaborative Problem Solving Team meetings once a month to analyze student assessment data and student work to assist in developing strategies for meeting the needs of the bottom quartile, the top quartile and students not meeting the AMO.
Taffie Timmons, Third grade Teacher – facilitates monthly grade level Collaborative Problem Solving Team meetings once a month to analyze student assessment data and student work to assist in developing strategies for meeting the needs of the bottom quartile, the top quartile and students not meeting the AMO.
Emma Araya, Fourth Grade Teacher – facilitates monthly grade level Collaborative Problem Solving Team meetings once a month to analyze student assessment data and student work to assist in developing strategies for meeting the needs of the bottom quartile, the top quartile and students not meeting the AMO.
Catherine Watkins, Fifth Grade Teacher – facilitates monthly grade level Collaborative Problem Solving Team meetings once a month to analyze student assessment data

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

Grade level Collaborative Problem Solving Teams and cross grade level subject area PLCs meet monthly to analyze assessment data and student work to assist in developing strategies for meeting the needs of the bottom quartile, bubble quartile, the top quartile and students not meeting the AMO. Depending upon the information collected, professional development opportunities are created to enhance and extend learning environments and student performance. When students continue to be unsuccessful, the MTSS Leadership team will discuss and develop targeted intervention plans to remediate individual students' areas of need. The team insures that interventions are research or evidence based and that the instruction is delivered with fidelity. Progress is monitored to determine if the intervention is effective or needs to be modified or changed. Subject area PLCs analyze and discuss student data and provide MTSS with trends and deficient areas for they may need to plan.
Title 1, Part A - Services are provided to ensure students requiring additional remediation are assisted during school, after school and or summer school.
Title II Each school receives funds from DCSB to provide small equipment for general education classrooms.
FCAT test maker, GIZMO, and iReady are used by the teachers in grades K-5.
Title III - Services are provided by DCSB providing ELL educational materials and support services to improve the education of ELL learners.
Title IV- Safe and Drug Free School: District funds are used for Foundations training, Second Step

and Red Ribbon Week.

These programs support prevention of violence and bullying and use of drugs. These programs also prevent the potential use of alcohol, tobacco, drugs and foster a safe and civil school environment.

Title X - DCSB homeless Social Worker provides resources for families in need with the help of various community agencies.

Supplemental Academic Instruction(SAI) is provided to students through tutoring during the school day, after school , extended day and possibly Saturday school. SAI provides highly qualified staff as instructors/tutors as well as supplies for said tutoring.

Violence Prevention Program - Arlington Heights has been engaged with the Foundations Program to decrease disapproving behavior of children. Positive Management Behavior Plan and CHAMPS will provide each teacher behavior plans for large common areas of the school such as the cafeteria and dismissal. Second Step teaches empathy and social problem solving skills to prevent bullying.

Behavior clip chart and classroom and moderate/severe referrals will be implemented this year as well.

Nutrition- DCSB health curriculum in grades K-5 discusses nutrition.

Housing - N/A

Head Start - N/A

Adult education - N/A

CET training - N/A

Job Training - The school counselor presents the " Moving on to Your Future" career awareness curriculum to fifth graders each year. At the conclusion of the classroom lessons, a Career Day is established in which involves community members coming to school to present information regarding their careers to fifth grade students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Susan Bell	Teacher
Patricia Latimer	Principal
Marcia Antonino	Teacher
Mary Calcagni	Business/Community
Phil Little	Education Support Employee
Duane Richardson	Business/Community
Gina Royals Scott	Parent
Susan Jacob	Parent
Marty Day	Business/Community
Cora Baldwin	Teacher
Darian Wright	Student
Lisa Hodl	Teacher
Tina Holty	Teacher
Frankie Parsons	Teacher
Margaret McArthur	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 SAC committee reviews the School Improvement plan from that year in May. The committee has input on what worked and what needs to be changed. In September of each year, the SAC committee reviews the new SIP plan, and has input on what is working and what needs to be improved. The SAC meetings

will be held on the following dates: September 25, October 23, November 20, January 22, February 22, March 26, April 23, and May 28. Meetings will be held in Room at 7:50 am.

Development of this school improvement plan

The SAC provides assistance preparing and evaluating the School Improvement Plan. This includes reviewing annually, amending, or continuing the plan. SAC also reviews the school budget and performs other functions requested by the principal.

Preparation of the school's annual budget and plan

Annual budget is allocated according to the student FTE. Once FTE is determined, then the school receives a

school budget. School budget is used to pay for staff salaries and benefits, some supplies and equipment.

Most of the school budget is used for staff salaries and benefits.

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

Student Planners \$950.00

After School Tutoring - less than \$1000.00

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
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Duties

Describe how the LLT promotes literacy within the school

This year, our school will continue to utilize gradual release of responsibility model (GRRM) lesson plan model, differentiated reading and writing centers, create enrichment activities in vocabulary, reading literacy analysis (fiction and non-fiction) and informational text and research process, close reading implementation in lesson as well as increased rigor in the lesson planning.

Additionally, a key initiative is to increase our reading proficiency (Level 3+) from 35% to 45%. The action steps the LLT will implement include: supporting the Reading Vertical Learning Team, utilizing multiple researched based literacy activities based upon the needs determined from DAR and I-Ready data, providing support/modeling for new ELL teacher(s), modeling how to access a variety of

data to best meet the needs of all subgroups. In addition, the LLT will continue to seek ways to improve parental support through a variety of literacy activities. This includes the organization of Family Reading Night, parental information for our "Read it Forward" Initiative, as well as support the collaboration of all literacy teachers (especially ELL) through collaborative planning (WOW-Working on the Work) and professional development.

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 have collaborative planning 8 days out of 10 days. Students are at resource during the time teachers are planning (art, music, PE and media). Teachers use collaborative planning to unpack the Florida Standards looking for proficiency and then plan lessons using the DCPS curriculum guide as a springboard. Lesson are in the format of gradual release, close reading, and differentiated center activities which include rigorous content. Teachers plan their lessons based upon data from data sources such as the following: CGA's, DAR, FCAT, Performance Task and Teacher made assessments. The instructional coaches work with teachers during collaborative planning time to support in this process as well. If needed, teachers will plan before school.

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

Our school's strategy to recruit and retain highly qualified, certified-in-field, effective teachers is as follows: Administration will participate in district wide hiring fairs to recruit highly qualified teachers. Administration will work with local universities to recruit new teachers. Provide teachers with the opportunity to receive research-based professional development both in content and pedagogy in all core subject areas for all K-6 teachers. Provide district support from district specialist that work with our school assisting teachers on a consistent basis. Provide flexible scheduling that allows time for common planning among grade level teams as well as vertical teams. Provide needed materials and supplies to aid the teachers with improving student performance. Provide a science lab in which the teacher will work with individual benchmarks by conducting weekly lab activities. Provide computer lab time for students to extend their educational learning through technology integration. The principal and assistant principal will be responsible for ensuring that the strategies are carried out and that the school is successful. The principal and assistant principal will meet with the Distributed Leadership Team to review the plan and revise the plan as needed.

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

MINT Program (Mentoring and Induction for Novice Teachers) is a program that provides support to new teachers through mentor support, coaching, and guidance for professional learning. MINT also provides assistance to educators in meeting professional certification requirements. The school based support team consists of principal, assistant principal, PDF (Professional Development Facilitator), mentor, and novice teacher. A variety of activities are provided by the school based support team to support the novice teacher which include observations, feedback, modeling, team teaching, coaching, and providing additional necessary strategies.

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

Duval County Public Schools have with curriculum guides which are based on the new Florida standards.

Through collaborative planning times designated each week, teachers plan together to provide explicit instruction on these standards.

Each Florida Standard is unpacked and lessons are created to target proficiency. Administration monitors lesson plans weekly, verifying the use of I-Ready, Achieve 3000, Write to Learn, GIZMO, and other

programs which are found in the curriculum guides. The reading and math coaches are utilized during collaborative planning time and in classroom focus walks during coaching cycles to ensure compliance to Florida Standards.

Instructional Strategies

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

Arlington Heights Elementary uses the data from Curriculum Guide Assessments (CGA), I-Ready, district performance task, teacher made assessments, checks for understanding, and Achieve 3000 to determine student proficiency.

Duval County Schools utilizes Performance Matters Program which disaggregates this data. Data Chats are conducted by administration for each grade level at the end of each 9 week grading period to determine the next steps. This may include standards that may need to be re-taught as a whole group or in a small teacher led group. The teacher creates an individual data plan for each student and meets with the student in a one-on-one small group setting to discuss the student's individual needs and design a plan for each student in his or her class that the student can work on to ensure that the student is successful. Students are also allowed to work in independent groups to work on any benchmark that they need additional assistance with during center time. Consequently, the next steps determine how the student groups will be differentiated as well as center rotation activities. The extended hour activities are also planned and student groups are formed based upon the disaggregated data from Performance Matters.

Teachers meet weekly with the leadership team to revisit student work and modify lesson plans to readdress struggling students. Teacher also observes and monitors all students during class time and makes necessary adjustments if any student is in need of small group instruction. For the bottom quartile students, teacher work with these students at least four times a week in a small group setting. Teacher alters small group teaching by readjusting small group lesson plans to meet the student where they are in terms of understanding. For example, student is struggling with place value in third grade math, teacher may modify lesson to readdress deficient skill by re-teaching a second grade lesson regarding place value to guarantee that the student has an understanding of place value before continuing with the third grade standard related to place value. For reading, teachers also make modifications to make certain that there is evidence of student understanding before moving. Bottom Quartile students also work with the Reading Interventionist daily for six to eight weeks to receive additional small group support using the Barton Program. Students are assessed every two weeks to determine mastery of a particular benchmark. If students are successful, they will be allowed to exit the intervention program, but will continue to receive small group support with the teacher. In addition, the reading coach will also provide push-in support to aid this student group. All students are allowed to utilize I-Ready Program to assist them as well with being successful. The teacher assigns additional lessons for all students. The I-Ready Student Progress Report is tailored

to meet the individual needs of each student. For bottom quartile students, they also are given the opportunity to work on I-Ready during our morning computer time and Achieve 3000 during the extended hour. They have access to participate in reading and math computer club. For bubble students and high achieving students, they have the opportunity to work on Achieve 3000 in class as well as in the extended school hour. The school leadership team as well as teachers will monitor student's every week and administer ongoing checks for understanding to ensure that students are meeting their academic needs and are mastering individual benchmarks.

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: 0

To provide after school tutoring to lowest quartile students for reading and math. We will utilize various types of data to determine the student groups. For example, FCAT Scores, CGA Baseline, CGA Unit Assessments, IOWA, i-Ready and Teacher made assessments.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

We looked at the bottom quartile students on the current FCAT subgroup data analysis sheet. We also used the CGA's and i-Ready. For the IOWA test, we look at students 40% or below and i-Ready we used the Profile 1 and Profile 2.

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

Local preschools will have the opportunity to tour Arlington Heights Elementary in the spring. This tour would include having lunch in the cafeteria, participating in a classroom activity and becoming familiar with Kindergarten rituals and routines. This will help orient students and parents to our school and will assist with recruitment of potential students. Additionally, as parents register their students, they are given an information packet with activities to complete. Kindergarten Orientation is held for parents and children during pre-planning. At this time, parents have the opportunity to ask questions to best prepare their student for Kindergarten. FLKRS, DAR , and Iowa assessments will be utilized for determining readiness. Based upon the data collection, teachers will analyze the results and plan for differentiated small group instruction.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Provide interventionist support to all students including bottom quartile, bubble students, ESOL, ESE, and high achieving in an effort to increase reading proficiency from 35% to 45% on the new Florida AIR Assessment.
- G2.** To implement close reading in ELA blocks in grade levels K-5.
- G3.** Teachers and students will utilize a variety of supplemental resources to increase conceptual knowledge and proficiency in mathematics.
- G4.** Teachers and students will utilize a variety of supplemental resources to increase proficiency in reading.
- G5.** Teachers will improve understanding of science content to assist students in making connections between concept and activity in order to increase proficiency in Science.
- G6.** Teachers collaboratively plan cross-curricular units of study using current student data in order to effectively implement the GRRM to meet specific needs of each student.

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. Provide interventionist support to all students including bottom quartile, bubble students, ESOL, ESE, and high achieving in an effort to increase reading proficiency from 35% to 45% on the new Florida AIR Assessment. 1a

G057630

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0
AMO Math - All Students	65.0

Resources Available to Support the Goal 2

- Leveled Literacy Intervention Systems (Reading), Achieve 3000, Write to Learn, Comprehension Tool kit, Edmodo, I-Ready, Florida Standards (LAFS) and Common Core Materials.

Targeted Barriers to Achieving the Goal 3

- Students lack of fundamental skills in Reading.

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Assessment for I-Ready , Running Records (Reading)

Person Responsible

Patricia Latimer

Schedule

On 6/5/2015

Evidence of Completion

Small group instructional plans

G2. To implement close reading in ELA blocks in grade levels K-5. 1a

G057631

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0

Resources Available to Support the Goal 2

- Collaborative planning for each grade level 8 out of 10 days during resource (50 minutes).
- Duval County Schools Curriculum Guide
- Utilizing school reading coach and district ELA Specialists to model and observe in classrooms
- Develop Professional Development opportunities on Close Reading

Targeted Barriers to Achieving the Goal 3

- Not understanding the concept of close reading
- Not taking advantage of resources available to develop close reading activities
- Not utilizing the school coach or district specialists to observe and model close reading

Plan to Monitor Progress Toward G2. 8

Interactive Journals, teacher's anecdotal notes, teacher's data tracking sheets

Person Responsible

Patricia Latimer

Schedule

Weekly, from 9/4/2014 to 5/20/2015

Evidence of Completion

Lesson Plans, anecdotal notes

G3. Teachers and students will utilize a variety of supplemental resources to increase conceptual knowledge and proficiency in mathematics. 1a

G057632

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0

Resources Available to Support the Goal 2

- Ready Common Core, Teacher Toolbox, GIZMOS, I-Ready, C Palms, and enVision Diagnostic Intervention Toolkit

Targeted Barriers to Achieving the Goal 3

- Teachers are unfamiliar with new supplemental materials

Plan to Monitor Progress Toward G3. 8

Progress Monitoring Assessments, CGA's, FCAT, End of Year I-Ready Diagnostic

Person Responsible

Regina Rowan-Thomas

Schedule

Weekly, from 9/10/2014 to 6/8/2015

Evidence of Completion

Lesson plans, student performance on assessments, interactive journal entries

G4. Teachers and students will utilize a variety of supplemental resources to increase proficiency in reading. 1a

G057633

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0

Resources Available to Support the Goal 2

- FCRR activities, DAR activities, Fountas & Pinnell Lessons, 6 Minute Solution, Edmodo, Achieve 3000 and Write to Learn

Targeted Barriers to Achieving the Goal 3

- Students lack of fundamental skills in Reading

Plan to Monitor Progress Toward G4. 8

DAR results, CGA's, Running Records, Anecdotal Notes

Person Responsible

Patricia Latimer

Schedule

Weekly, from 10/2/2014 to 5/20/2015

Evidence of Completion

Lesson Plans, Progress Reports

G5. Teachers will improve understanding of science content to assist students in making connections between concept and activity in order to increase proficiency in Science. 1a

G057634

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Additional weekly investigations in science classroom, Pearson Success Net, GIZMOs, Interactive Science Materials

Targeted Barriers to Achieving the Goal 3

- Teachers lack content knowledge

Plan to Monitor Progress Toward G5. 8

Student Lab Sheets, Interactive Journal Entries, Teacher Response Log

Person Responsible

Regina Rowan-Thomas

Schedule

Weekly, from 9/2/2014 to 6/8/2015

Evidence of Completion

Lesson Plans, Interactive Journals, Informal and Formal Observations

G6. Teachers collaboratively plan cross-curricular units of study using current student data in order to effectively implement the GRRM to meet specific needs of each student. 1a

G057635

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	55.0
FAA Writing Proficiency	45.0

Resources Available to Support the Goal 2

- Professional Learning Communities and support personnel

Targeted Barriers to Achieving the Goal 3

- Conflicts in schedule

Plan to Monitor Progress Toward G6. 8

Informal Observations, Formal Observations, CAST

Person Responsible

Patricia Latimer

Schedule

On 5/4/2015

Evidence of Completion

Lesson Plans, Observation Logs, CAST Rubric

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. Provide interventionist support to all students including bottom quartile, bubble students, ESOL, ESE, and high achieving in an effort to increase reading proficiency from 35% to 45% on the new Florida AIR Assessment. **1**

 G057630

G1.B1 Students lack of fundamental skills in Reading. **2**

 B145880

G1.B1.S1 Reading Interventionist meet daily with bottom quartile with a focus on Grades 3-5 and school wide push in and pull out support. **4**

 S158111

Strategy Rationale

Action Step 1 **5**

Leveled Literacy (Reading)
Ready Common Core

Person Responsible

Patricia Latimer

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans, Anecdotal Notes, Data Chats, and Data Collection

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

Data Notebooks

Person Responsible

Patricia Latimer

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans, Anecdotal Notes

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

Leveled Literacy

Ready Common Core and enVision Diagnostic Intervention Toolkit (Math)

Person Responsible

Regina Rowan-Thomas

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans, Anecdotal Notes

G1.B1.S2 Classroom Teachers work with students during extended hour to differentiate learning and work with small groups providing reading intervention. 4

 S158112

Strategy Rationale

Action Step 1 5

Ongoing Collaborative Planning with teachers

Person Responsible

Patricia Latimer

Schedule

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

Evidence of Completion

Lesson Plans, Interactive Journals, Informal Observations

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

On going Professional Development with teachers and monitoring evidence of learning

Person Responsible

Patricia Latimer

Schedule

Weekly, from 9/4/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Interactive Journals, Informal Observations, Data Collection

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

Interactive Journals, Teacher Response Logs

Person Responsible

Patricia Latimer

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans, Interactive journals, Informal Observations

G2. To implement close reading in ELA blocks in grade levels K-5. **1**

 G057631

G2.B1 • Not understanding the concept of close reading • Not taking advantage of resources available to develop close reading activities • Not utilizing the school coach or district specialists to observe and model close reading **2**

 B145881

G2.B1.S1 Differentiated professional development gives teachers the opportunity to learn and get a better understanding of close reading and how to create close reading in ELA lessons. **4**

 S158113

Strategy Rationale

Action Step 1 **5**

Professional development on close reading will be provided by school reading coach and district ELA specialists during collaborative planning time, Early Release Days, and additional TDE times.

Person Responsible

Susan Bell

Schedule

On 5/20/2015

Evidence of Completion

Exit tickets from professional development workshops on teacher understanding of close reading.

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

School coach and district ELA specialists will observe classrooms and model close reading in classrooms

Person Responsible

Susan Bell

Schedule

Monthly, from 10/2/2014 to 5/20/2015

Evidence of Completion

School coaches log and district ELA specialists log on classroom visitations as well as professional develop agendas

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

School Reading Coach will observe teacher's implementing close reading in classroom instruction

Person Responsible

Susan Bell

Schedule

Biweekly, from 10/2/2014 to 5/20/2015

Evidence of Completion

School coach will provide feedback to each teacher. What is working, areas of improvement in close reading instruction and next steps.

G3. Teachers and students will utilize a variety of supplemental resources to increase conceptual knowledge and proficiency in mathematics. 1

 G057632

G3.B1 Teachers are unfamiliar with new supplemental materials 2

 B145882

G3.B1.S1 Provide training for general education teachers on implementing new supplemental materials.

4

 S158114

Strategy Rationale

To assist teachers with becoming familiar with new supplemental materials.

Action Step 1 5

Professional Learning Communities

Person Responsible

Regina Rowan-Thomas

Schedule

Biweekly, from 9/4/2014 to 5/20/2015

Evidence of Completion

Lesson Plans, Student performance on assessments, interactive journal entries

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

Progress Monitoring Assessments, CGA's, AIR, End of Year I-Ready Diagnostic

Person Responsible

Regina Rowan-Thomas

Schedule

Weekly, from 9/10/2014 to 6/8/2015

Evidence of Completion

Lesson Plans, student performance on assessments, interactive journal entries

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

Progress Monitoring Assessments, CGA's, FCAT, End of Year I-Ready Diagnostic

Person Responsible

Regina Rowan-Thomas

Schedule

Monthly, from 9/4/2014 to 5/20/2015

Evidence of Completion

Lesson plans, student performance on assessments, interactive journal entries

G4. Teachers and students will utilize a variety of supplemental resources to increase proficiency in reading.

1

G057633

G4.B1 Students lack of fundamental skills in Reading 2

B145884

G4.B1.S1 Provide training for teachers on implementing new supplemental materials in Reading. 4

S158115

Strategy Rationale

Action Step 1 5

Professional Development Attendance Sheets

Person Responsible

Patricia Latimer

Schedule

Biweekly, from 9/4/2014 to 5/20/2015

Evidence of Completion

Lesson Plans

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

DAR results, CGA's, I-Ready, Achieve 3000, Write to Learn, Running Records, Anecdotal Notes

Person Responsible

Regina Rowan-Thomas

Schedule

Weekly, from 9/4/2014 to 5/20/2015

Evidence of Completion

Lesson plans, data analysis and progress reports

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

DAR results, CGA's, Running Records, Anecdotal Notes

Person Responsible

Regina Rowan-Thomas

Schedule

Weekly, from 9/4/2014 to 5/20/2015

Evidence of Completion

Lesson plans and progress reports

G5. Teachers will improve understanding of science content to assist students in making connections between concept and activity in order to increase proficiency in Science. 1

 G057634

G5.B2 Teachers lack content knowledge 2

 B145887

G5.B2.S1 Classroom teachers observe science model teacher as she models appropriate instructional delivery and work with district science coaches to implement rigorous science lessons using the GRRM.

4

 S158117

Strategy Rationale

Action Step 1 5

Implementation of Teacher Response Log

Person Responsible

Patricia Latimer

Schedule

Weekly, from 9/4/2014 to 5/20/2015

Evidence of Completion

Lesson Plans, Interactive Journals, Informal Observations

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

Student Lab Sheets, Interactive Journals, Teacher Response Logs

Person Responsible

Regina Rowan-Thomas

Schedule

Weekly, from 9/4/2014 to 5/20/2015

Evidence of Completion

Lesson Plans, Interactive Journals, Informal Observations

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

Student Lab Sheets, Interactive Journals, Teacher Response Logs

Person Responsible

Regina Rowan-Thomas

Schedule

Weekly, from 9/4/2014 to 5/20/2015

Evidence of Completion

Lesson Plans, Interactive journals, Informal Observations

G5.B2.S2 4

Strategy Rationale

 S158118

Action Step 1 5

Implementation of Teacher Response Log

Person Responsible

Patricia Latimer

Schedule

Weekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Interactive Journals, Informal Observations

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Student Lab Sheets, Interactive Journals, Teacher Response Logs

Person Responsible

Regina Rowan-Thomas

Schedule

Weekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Interactive Journals, Informal Observations

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Student Lab Sheets, Interactive Journals, Teacher Response Logs

Person Responsible

Patricia Latimer

Schedule

Weekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Interactive journals, Informal Observations

G6. Teachers collaboratively plan cross-curricular units of study using current student data in order to effectively implement the GRRM to meet specific needs of each student. 1

G057635

G6.B1 Conflicts in schedule 2

B145889

G6.B1.S1 Utilize common planning time in master schedules and utilize permanent substitute when scheduling conflicts occur 4

S158119

Strategy Rationale

Action Step 1 5

Monitor Grade Level Meetings

Person Responsible

Regina Rowan-Thomas

Schedule

Weekly, from 9/4/2014 to 5/20/2015

Evidence of Completion

Grade Level Meeting Minutes

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Cross Curricular Unit Plans

Person Responsible

Rachel Freeman

Schedule

On 5/20/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

GRRM

Person Responsible

Patricia Latimer

Schedule

Daily, from 9/4/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Informal and Formal Observations

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	Leveled Literacy (Reading) Ready Common Core	Latimer, Patricia	8/18/2014	Lesson Plans, Anecdotal Notes, Data Chats, and Data Collection	6/5/2015 one-time
G1.B1.S2.A1	Ongoing Collaborative Planning with teachers	Latimer, Patricia	8/18/2014	Lesson Plans, Interactive Journals, Informal Observations	6/5/2015 weekly
G2.B1.S1.A1	Professional development on close reading will be provided by school reading coach and district ELA specialists during collaborative planning time, Early Release Days, and additional TDE times.	Bell, Susan	9/4/2014	Exit tickets from professional development workshops on teacher understanding of close reading.	5/20/2015 one-time
G3.B1.S1.A1	Professional Learning Communities	Rowan-Thomas, Regina	9/4/2014	Lesson Plans, Student performance on assessments, interactive journal entries	5/20/2015 biweekly
G4.B1.S1.A1	Professional Development Attendance Sheets	Latimer, Patricia	9/4/2014	Lesson Plans	5/20/2015 biweekly
G5.B2.S1.A1	Implementation of Teacher Response Log	Latimer, Patricia	9/4/2014	Lesson Plans, Interactive Journals, Informal Observations	5/20/2015 weekly
G5.B2.S2.A1	Implementation of Teacher Response Log	Latimer, Patricia	10/6/2014	Lesson Plans, Interactive Journals, Informal Observations	6/4/2015 weekly
G6.B1.S1.A1	Monitor Grade Level Meetings	Rowan-Thomas, Regina	9/4/2014	Grade Level Meeting Minutes	5/20/2015 weekly
G1.MA1	Progress Monitoring Assessment for I-Ready , Running Records (Reading)	Latimer, Patricia	8/18/2014	Small group instructional plans	6/5/2015 one-time
G1.B1.S1.MA1	Leveled Literacy Ready Common Core and enVision Diagnostic Intervention Toolikit (Math)	Rowan-Thomas, Regina	8/18/2014	Lesson Plans, Anecdotal Notes	6/5/2015 one-time
G1.B1.S1.MA1	Data Notebooks	Latimer, Patricia	8/18/2014	Lesson Plans, Anecdotal Notes	6/5/2015 one-time
G1.B1.S2.MA1	Interactive Journals, Teacher Response Logs	Latimer, Patricia	8/18/2014	Lesson Plans, Interactive journals, Informal Observations	6/5/2015 one-time
G1.B1.S2.MA1	On going Professional Development with teachers and monitoring evidence of learning	Latimer, Patricia	9/4/2014	Lesson Plans, Interactive Journals, Informal Observations, Data Collection	6/5/2015 weekly
G2.MA1	Interactive Journals, teacher's anecdotal notes, teacher's data tracking sheets	Latimer, Patricia	9/4/2014	Lesson Plans, anecdotal notes	5/20/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	School Reading Coach will observe teacher's implementing close reading in classroom instruction	Bell, Susan	10/2/2014	School coach will provide feedback to each teacher. What is working, areas of improvement in close reading instruction and next steps.	5/20/2015 biweekly
G2.B1.S1.MA1	School coach and district ELA specialists will observe classrooms and model close reading in classrooms	Bell, Susan	10/2/2014	School coaches log and district ELA specialists log on classroom visitations as well as professional develop agendas	5/20/2015 monthly
G3.MA1	Progress Monitoring Assessments, CGA's, FCAT, End of Year I-Ready Diagnostic	Rowan-Thomas, Regina	9/10/2014	Lesson plans, student performance on assessments, interactive journal entries	6/8/2015 weekly
G3.B1.S1.MA1	Progress Monitoring Assessments, CGA's, FCAT, End of Year I-Ready Diagnostic	Rowan-Thomas, Regina	9/4/2014	Lesson plans, student performance on assessments, interactive journal entries	5/20/2015 monthly
G3.B1.S1.MA1	Progress Monitoring Assessments, CGA's, AIR, End of Year I-Ready Diagnostic	Rowan-Thomas, Regina	9/10/2014	Lesson Plans, student performance on assessments, interactive journal entries	6/8/2015 weekly
G4.MA1	DAR results, CGA's, Running Records, Anecdotal Notes	Latimer, Patricia	10/2/2014	Lesson Plans, Progress Reports	5/20/2015 weekly
G4.B1.S1.MA1	DAR results, CGA's, Running Records, Anecdotal Notes	Rowan-Thomas, Regina	9/4/2014	Lesson plans and progress reports	5/20/2015 weekly
G4.B1.S1.MA1	DAR results, CGA's, I-Ready, Achieve 3000, Write to Learn, Running Records, Anecdotal Notes	Rowan-Thomas, Regina	9/4/2014	Lesson plans, data analysis and progress reports	5/20/2015 weekly
G5.MA1	Student Lab Sheets, Interactive Journal Entries, Teacher Response Log	Rowan-Thomas, Regina	9/2/2014	Lesson Plans, Interactive Journals, Informal and Formal Observations	6/8/2015 weekly
G5.B2.S1.MA1	Student Lab Sheets, Interactive Journals, Teacher Response Logs	Rowan-Thomas, Regina	9/4/2014	Lesson Plans, Interactive journals, Informal Observations	5/20/2015 weekly
G5.B2.S1.MA1	Student Lab Sheets, Interactive Journals, Teacher Response Logs	Rowan-Thomas, Regina	9/4/2014	Lesson Plans, Interactive Journals, Informal Observations	5/20/2015 weekly
G5.B2.S2.MA1	Student Lab Sheets, Interactive Journals, Teacher Response Logs	Latimer, Patricia	10/6/2014	Lesson Plans, Interactive journals, Informal Observations	6/4/2015 weekly
G5.B2.S2.MA1	Student Lab Sheets, Interactive Journals, Teacher Response Logs	Rowan-Thomas, Regina	10/6/2014	Lesson Plans, Interactive Journals, Informal Observations	6/4/2015 weekly
G6.MA1	Informal Observations, Formal Observations, CAST	Latimer, Patricia	10/2/2014	Lesson Plans, Observation Logs, CAST Rubric	5/4/2015 one-time
G6.B1.S1.MA1	GRRM	Latimer, Patricia	9/4/2014	Lesson Plans, Informal and Formal Observations	6/5/2015 daily
G6.B1.S1.MA1	Cross Curricular Unit Plans	Freeman, Rachel	9/4/2014	Lesson Plans	5/20/2015 one-time

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. Provide interventionist support to all students including bottom quartile, bubble students, ESOL, ESE, and high achieving in an effort to increase reading proficiency from 35% to 45% on the new Florida AIR Assessment.

G1.B1 Students lack of fundamental skills in Reading.

G1.B1.S2 Classroom Teachers work with students during extended hour to differentiate learning and work with small groups providing reading intervention.

PD Opportunity 1

Ongoing Collaborative Planning with teachers

Facilitator

P. Latimer and R. Thomas

Participants

Faculty

Schedule

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

G3. Teachers and students will utilize a variety of supplemental resources to increase conceptual knowledge and proficiency in mathematics.

G3.B1 Teachers are unfamiliar with new supplemental materials

G3.B1.S1 Provide training for general education teachers on implementing new supplemental materials.

PD Opportunity 1

Professional Learning Communities

Facilitator

R. Thomas and R. Freeman

Participants

Faculty

Schedule

Biweekly, from 9/4/2014 to 5/20/2015

G4. Teachers and students will utilize a variety of supplemental resources to increase proficiency in reading.

G4.B1 Students lack of fundamental skills in Reading

G4.B1.S1 Provide training for teachers on implementing new supplemental materials in Reading.

PD Opportunity 1

Professional Development Attendance Sheets

Facilitator

S. Bell

Participants

Faculty

Schedule

Biweekly, from 9/4/2014 to 5/20/2015

G5. Teachers will improve understanding of science content to assist students in making connections between concept and activity in order to increase proficiency in Science.

G5.B2 Teachers lack content knowledge

G5.B2.S1 Classroom teachers observe science model teacher as she models appropriate instructional delivery and work with district science coaches to implement rigorous science lessons using the GRRM.

PD Opportunity 1

Implementation of Teacher Response Log

Facilitator

R. Thomas

Participants

Faculty

Schedule

Weekly, from 9/4/2014 to 5/20/2015

G5.B2.S2

PD Opportunity 1

Implementation of Teacher Response Log

Facilitator

R. Thomas

Participants

Faculty

Schedule

Weekly, from 10/6/2014 to 6/4/2015

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