

Arlington Elementary School



2014-15 School Improvement Plan

Arlington Elementary School

1201 UNIVERSITY BLVD N, Jacksonville, FL 32211

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
71%

Alternative/ESE Center
No

Charter School
No

Minority
80%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Arlington Elementary #46 is to provide authentic and standards-based learning experiences where every student will work toward reaching their academic and social potential in every classroom...everyday.

Provide the school's vision statement

Every student at Arlington Elementary #46 learn in different ways. It is the responsibility of everyone that comes in contact with the students at Arlington Elementary #46 to recognize the greatness they possess and extract that greatness, provide them with the academic and social skills needed to keep them out of poverty and able to make a positive contribution to society, success in college, or preparation for a career.

School Environment

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

Arlington Elementary #46 uses TNTP surveys, Fame Surveys, Climate Surveys,, and Parent Involvement Meetings to assess the culture of the school and the stakeholders at Arlington Elementary #46. After assessing results from surveys and meetings parent meetings, teacher meetings, and community meetings (SAC,PTA), parent-teacher conferences are conducted to build relationship with all stakeholders, results are reviewed by the Leadership Team and reported to teachers to develop a plan for improvement.

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

Arlington Elementary #46 creates an environment where students feel safe and respected by providing before and after care supervision for students through Extended Day and tutoring sessions. In addition, Arlington Elementary #46 provides a safe environment by following all components of our school safety plan: doors are locked at all times, school gates are kept closed and secure, all visitors are buzzed in electronically and must sign in the front office, and must provide picture identification. District approved volunteers, mentors and vendors are permitted to classrooms. A School Police Officer checks in each day and speaks with administrators regarding potential hazards and to discuss other security concerns. The Foundations Team meets quarterly to discuss school environment issues along with discipline data to identify school, grade level, and teacher trends, and develop plans to reduce security and discipline issues.

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 Elementary #46 implements CHAMPS school-wide. CHAMPS is utilized in all classrooms and Foundations is used in all common areas. Faculty and Staff receive training on CHAMPS and Foundations behavioral expectations during pre planning, and throughout the year. The Assistant

Principal, along with the Foundations team has developed a School-wide Discipline Plan using district guidelines for Positive Behavioral Intervention Support Plan (PBIS). This plan is followed in conjunction with the recommendation and strategies from the Foundations Team and they support each other. All plans are aligned to provide consistent implementation by teachers and fairness to all students.

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 Elementary #46 ensures the social-emotional needs of all students are being met through several mediums: Guidance Counselor teaches Character Ed, Behavior Tools, and Second Step lessons; VE teacher pull smalls groups of students and provides additional Behavior Improvement Plan (BIP) strategies to teachers; and Multi-disciplinary Review Team (MRT) address ongoing and severe discipline concerns; and district ESE Support Staff also provide guidance and supplemental services to ensure the overall health and social development of students experiencing difficulty establishing healthy peer and adult relationships.

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

The Arlington Elementary #46 early warning systems include students with 9 or more absences (un/ex), students with at least one (1) day suspension (in/out), students with an FCAT level one in reading or math, or students with a failing grade in reading or math. Genesis and OnCourse data is disaggregated to identify the students who exhibit each early warning sign.

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	29	34	30	23	19	10	145
One or more suspensions	2	11	3	2	6	1	25
Course failure in ELA or Math	4	0	1	3	4	2	14
Level 1 on statewide assessment	0	0	0	15	4	5	24

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	3	1	8	4	2	18

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

Utilizing the school counselor, school social worker and truancy officer, AIT meetings are conducted to identify any barriers to student success. Attendance contracts are drafted for parent and family collaboration. School will utilize resources such as the school counselor, social worker, AIT, and

community resources such as Full Service Schools and other agencies as interventions for students identified by the early warning systems.

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

To build a positive relationship with families, the school schedules parent involvement activities throughout the school year. The activities are designed to provide provide parents with training to align support at home with the strategies taught at school. Parents are also encourage to observe their child by coordinating opportunities to "shadow" their child, noting daily educational experiences and learning. Along with parent training and shadowing, parents meet with teachers to review and School Compact agreement, which outlines parent, student, and teacher responsibilities to align support at home with school. Parents and guardians are also encouraged to attend student art shows, musical performance, book fairs, as well as field trips.

All of these activities work together to provide students and parents with a well-balanced educational experience. Parents receive daily academic and behavioral progress through the use of student agendas, communication folders, and the parent portal.

Parents are kept abreast of School Improvement efforts via School Advisory Council (SAC) meetings. During these meetings, parents receive updates regarding school improvement efforts in reading, writing, math, and science. This data is disaggregated by subject, grade level, and strategies to address areas of concern are presented.

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 Elementary #46 has several business partners and one faith-based partner that support our mission and vision by providing financial resources, and human capital such as mentoring, tutoring, and volunteerism. Our partnership is strengthened and clarified as we conduct monthly SAC and Title I Parent Involvement community/parent meetings in which all stakeholders are invited .At the conclusion of the school year, business partners, mentors, community supporters, as well as volunteers are recognized with a appreciation luncheon.

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
Warren, Timothy	Principal
Hall, Jerrica	Instructional Coach
McDuffie, Melody	
Tobler, Annette	Instructional Coach

Duties

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

The Principal serves as the chief instructional leader on campus. The principal identifies school academic goals based on state and district assessment data. Professional development is planned according to student performance, teacher needs, school-wide trends, and district initiatives. The Principal facilitates grade level common planning professional development. The Assistant Principal, Reading Coach and Reading Interventionist also provide tactical support during these meetings. The Assistant Principal, along with the Reading Interventionist lead Early Release Day professional development. Early Release Day professional development and grade level common planning strategies are aligned to maximize impact. All members of the Leadership Team monitor the implementation of strategies through teacher meetings, classroom visits, and walk-throughs, and observations.

The Multidisciplinary Review Team (MRT) assisted with the development of the school improvement plan by providing input from their areas of expertise that will assist the school in meeting the needs of our students who are struggling. As the team meets monthly, team members use their expertise to create and implement plans to assist individual students with their weak areas. Members of the team meet with grade levels and departments to discuss school-wide data and the instructional implications. These discussions will springboard grade level initiatives to address common deficiencies. Teachers complete common planning minutes and forward the information to Leadership team member, Leadership Team members review the areas of concern and develop a plan of support.

360 Shared Accountability is used once a month to afford all teachers an opportunity to present their students' current data, identify class strengths and weakness, create a plan for improving deficiencies, and notify the principal and Leadership Team of the specific support needed to assist them with increasing student achievement. Based on feedback from teachers, the Principal aligns support for teacher through the use of state and federal funds by hiring additional support staff, tutors, educational resources for parents and teachers, technology to enhance student learning experiences, as well by purchasing supplemental curriculum materials to provide students with a wide range of standards-based resources.

The Reading Interventionist is responsible for servicing students that struggle in reading. A log is kept of the days, time, and resources used to provide intervention support to students. As interventions are provided to students, refinement in curricular choice and instructional strategies are made to ensure the highest impact on student learning possible. In addition, the Assistant Principal (former Math Coach) provides supplemental instruction to small groups of students. A school-wide progress monitoring system maintained by the Principal captures student, class, grade level, and school data trends. District defined curricular resources are aligned to state standards and are used as the primary source of instructional materials for instructing students. Where needed, School Academic Improvement (SAI), School Improvement, and Title I funds are used to supplement normal funding sources to enhance and enrich student learning experiences.

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

There is a committee that meet monthly to discuss implementation and the effectiveness of master schedule . This leadership team is representative of varying grade levels and departments. The team analyzes the formative and informative data to track and monitor progress and implementation. The Title I funds are used in a variety of ways to support academic goals and parental support. Majority of the funds are used to purchase classroom materials including guided reading books, fund field trips to provide students with educational experiences, and to provide professional development for teacher’s on best practices and effective instructional strategies. In addition, these funds are used to provide extended learning activities for students, particularly after school tutoring; . Additional resources and support are provided such as the Parent Resource Center that provides a lending library of Academic and social skills materials to support parents as they work with their families. The center supports activities which promote positive parenting, early literacy, and family involvement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Joe Mizelle	Business/Community
Timothy T. Warren	Principal
Tiffany Nesbitt	Parent
Mary Schultz	Teacher
Fernindand Juluke	Parent
Rebecca Mizelle	Parent
Regine Jerome	Parent
Tierr Hatcher	Parent
Tiny Dennis	Education Support Employee

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 evaluation of last year's SIP plan was conducted at the end of the school year. SAC members reviewed the SIP and made comparisons between school FCAT, CGA, and i-Ready proficiency, with the school improvement goals. SAC members also provided input pertaining to the coordination of parent involvement activities to train parents how to align home support with student strategies met with school Leadership Team to evaluate SIP plan at the end of the school year. The school data trends information presented a the P.A.C.T. meeting was also provide to SAC. Progress towards School Improvement Plan (SIP) goals were communicated in a PowerPoint presented by the Principal and Assistant Principal. The PowerPoint outlined findings and recommendations for continuous improvement.

Development of this school improvement plan

SAC committee consists of 8 members, of which 51% or greater are non school employees. The SAC assisted with the preparation of the School Improvement Plan after the principal provide members with the school Annual Measurable Objectives (AMOs) related to student achievement. SAC member

provided input regarding the purchase of supplemental curriculum, the use of tutors, the selection of technological materials, as well the Parent Involvement Plan (PIP) Budget. All materials purchased in conjunction with Title I funds aligned to school improvement goals and support the overall school mission and vision for providing high quality, rigorous, standards-based instruction daily to all students.

The SIP is updated midyear using formative data from Curriculum Guide Assessments (CGAs), i-Ready tests, and school-based assessments. Strategies for improvement are monitored, reported, and discussed to determine if the desired impact is being realized. Teachers and parents are notified of the Annual Mid-Year Stakeholder's Meeting, provided with a SIP Input Form, where goals and potential barriers are listed, and they provide suggestions for improvement. The Principal and Leadership Team members present best practices to stakeholders for improving student achievement in reading, writing, math, and science; input is noted and updated on the as needed.

Preparation of the school's annual budget and plan

SAC members are provided with the budget allocation amount for the School Improvement Plan (SIP) at the beginning of the school year . The Principal informs the SAC of district and school-based initiative and ways the SIP Funds can be used to support them. The SAC is provided with specific SIP goals that each initiative will support, then votes to spend the funds on certain SIP goals.

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

\$2,336.55 was allocated last year to be used as School Improvement Funds (SIF). SIF were used to reward students for exhibiting a years growth. In addition, some funds will be used as incentives to purchase FCAT t-shirts and field trips for those students meeting their reading goal for each quarter. All remaining funds were used to provide a reading and used to purchase supplemental curriculum to progress monitor SIP academic goals and school-wide academic benchmarks.

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

The Arlington Elementary #46 SAC is compliant.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Warren, Timothy	Principal
Hall, Jerrica	Instructional Coach
McDuffie, Melody	Assistant Principal
Tobler, Annette	Instructional Coach
Peel, Lynn	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team primarily promotes literacy throughout the school by ensuring that each classroom is a "print rich" environment containing instructional strategy charts to evidence strategies taught, as well as to provide a reference for students. The Literacy Leadership Team also reviews each classroom is filled with content area books and or properly stocked and well-managed classroom libraries.

The major literacy initiatives are designed to provide enriching literacy activities for the students. To make certain that every home can support literacy, the Literacy Leadership Team coordinates a "Book Give-Away" each semester to allow parents and students to receive free books. Additional activities range from school wide Book of the Month assemblies, annual Book Fair, and a Reading Pep Rally. Each quarter students are rewarded quarterly for meeting the 25 book goal. In addition, greater emphasis is placed on students responses to literature. Literacy Night in January 2015 focusing on poetry and fluency of reading concepts shared with parents enhances the literacy experience.

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

The teachers at Arlington Elementary #46 have waived a portion of their collective bargaining rights in an effort to establish consistent, quality, ongoing professional development to better meet their individual needs and to acquire the knowledge, skills, and ability to ensure that they increase student achievement in reading, writing, math, and science. Teachers have Common Planning for 55 minutes on Mondays (individually), Tuesdays (Grade Level), Thursdays (Grade Level and Leadership Team), and Fridays (Individually). Common Planning focus areas are also aligned to Early Release Day training topics to ensure collaboration; deepen teacher understanding; review school-wide, grade level, and student data; and align all instructional endeavors to increase student achievement.

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

The Principal and Assistant principal identifies criteria through formal and informal teacher surveys, review of student data, and reflection the characteristics of individuals that can make an immediate contribution to student achievement at the school.

An interview decision analysis is collectively developed where the characteristics are weighted, rated, and scored based on the response of the individual being interviewed. This interview process is used to ensure that new applicants have a clear understanding of the work ethic and commitment and professional growth expectations for all faculty members.

To develop and retain highly qualified teachers, mentor observation cycles in which new teachers receive formative feedback and targeted coaching are completed. During the mentoring coaching cycle, new teachers are able to observe model teachers with a focus on identified challenges and Educator Accomplished Practices. Professional Development Facilitators (PDF) monthly MINT learning sessions that focus on identified areas of need also provide teachers with strategies in areas in need of improvement. Professional Learning Communities (PLCs) (i.e. Grade Level meetings, Common Planning, Early Release Day Training, District Professional Development, Online Classes, and various webinars) work cohesively to provide layers of support and learning opportunities.

Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level

- certification
- disposition/interpersonal skills
- common planning
- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

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

Jerrica Hall is the Professional Development Facilitator (PDF) that pairs new teachers with veteran teachers that have experience within the grade level and can model effective attributes that are desired by new teachers. Priscilla Blow is paired with Waynette Brooks-2nd year teacher with a veteran of over 10 years; Cris Yanchik is paired with Leelyn Osbourn - 2nd year PE teacher with another male teacher; Debra Collier is paired with Stephanie Upchurch, Jessica Wheeler-2nd year teacher is paired with Jerrica Hall, Reading Coach for support, Cathy Loring-2nd year teacher is paired with veteran teacher Annette Tobler, Reading Interventionist.

Mentors are recruited based on proven effectiveness as master teachers. We recognize mentors for their important work in order to build capacity for supporting developing teachers.

Where we do not have the classroom teacher capacity to provide a mentor, the Instructional Coach and Interventionist step in as mentors due to their extensive background and proven record.

Maintaining a supportive, collaborative, learning community and consistently extending professional growth opportunities for teachers based on their individual needs are strategies employed by the administration and members of Leadership Team to increase the overall effectiveness of teachers that result in increased student achievement.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Arlington Elementary ensures that core instructional programs and materials are aligned to Florida standards through various avenues. All teachers are trained to start with the standard and utilize district curriculum resources as well as supplemental curriculum resources as a mechanism to teach the standard. District approved research based resources are reviewed by teachers to ensure alignment to the Florida standards. In our Professional Learning Communities teachers unpack Florida Standards to identify the concepts and skills needed to master the standard. Teachers review lessons and materials to make certain that they are aligned to the standards on the curriculum guides and lesson plans.

Based on the standard(s) being taught, teacher lessons use a variety of instructional strategies to meet the needs of students. Teachers start with the instructional lesson listed on the district Year-At-Glance (YAG) and refine instructional strategies based on student mastery and non-mastery of the standards. Every effort is made to keep adequate pacing of lessons to ensure that all standards are sufficiently covered prior state and district assessments. Instruction occurs through the Gradual Release Responsibility Model (GRRM), which allows the teacher to provide explicit instruction through modeling instructional strategies and providing students with model responses for reference (I do). Next, the teacher and student collaborate to complete tasks and note efficient strategies that meet the demands of rubrics aligned to the standard (We do). Periodically, students will work in small groups to provide limited support to each other while the teacher facilitates discussion (They do). Student also work independently on grade-level tasks for accountability and to develop ownership of their work (You do), often completing an "exit ticket" or "comprehension check" to ensure student

understanding..

When student learning breaks down and students do not demonstrate mastery of the standard(s), teachers analyze student performance data to identify causation. Sometimes students are placed in small groups based on deficiencies on state, district, or grade level assessments. As teachers analyze the data and identify the key concepts and skills needed for students to show mastery, teacher select supplemental curriculum resources as a form of Tier 2 and Tier 3 intervention. Center rotations, Saturday School, and extended learning opportunities through before and after school tutoring, and through tutoring during the school day help provide students with the "catch up growth" and time needed. During Center rotations, students complete differentiated practice on i-Ready, Achieve 3000, Reflex Math, Capstone Learning, and other computer-based instruction. All computer time culminates in enrichment, enhancement, and the acceleration of learning for students.

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 Elementary #46 uses multiple data points to refine and guide instruction: Curriculum Guide Assessments (CGA), i-Ready (computer-based), FCAT (state assessments), Grade-Level Assessments (school-based), and Teacher Created (classroom). All assessments are aligned to the Florida Standards (ELA and Math) or the Sunshine State Standards (Science). Based on student performance on the aforementioned assessments, teachers differentiate instruction and create center activities that address individual student and grade level needs. Teachers create Instructional Focus Calendars to further review concepts previously taught, but not mastered by students. All student receive Tier 1 instruction in whole group. Students requiring additional support or enrichment, are provided Tier 2 supplemental instruction during small groups. Student that demonstrate difficulty mastering the Florida Standards receive tier 3 instruction, in which they meet in small differentiated groups at least three times a week, where accommodations and additional strategies are provided. In some situations, students will be exposed to a different curriculum to meet their specific needs.

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: Weekend Program

Minutes added to school year: 2,160

Saturday School tutoring in Language Arts, Math and Science; Targeted bottom quartile students in 3rd, 4th & 5th grades for 3 hours each Saturday (12 sessions).

Strategy Rationale

Targeting struggling students will provide students with "catch up time," and allow greater opportunity to accelerate learning without taking away time for small groups during the normal school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Warren, Timothy, warrent@duvalschools.org

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

Attendance data and formative assessments based on targeted benchmarks.

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

During pre-planning a kindergarten orientation is held for students and parents to acclimate them to Arlington Elementary, communicate school expectations, and view learning throughout the school day. In addition we hold an Open House for Pre-K and Kindergarten during the first month of school to review basic rituals/routines for pre-school transition. Pre-K Assessment and FLKRS are state assessments used to document progress and any needed intervention early. The data from these assessments is used to group students for differentiated instruction and to provide immediate intensive intervention (iii). Toward the end of the school year, we will invite area day care providers to visit our school to give upcoming kindergartners a preview of academic and behavioral expectations at the next level. Over the summer, "Transition to Kindergarten" bags are provided to each family to ensure families have reading, math, and writing materials to work with students during the summer to prevent summer loss.

Fifth grade student transitioning to middle school begin working on middle school standards during the fourth nine weeks. In addition, these students are provided with an orientation at the feeder middle school during the last month of school. The orientation is facilitated by the elementary school guidance counselor along with the middle guidance counselor and sixth grade administrator. By providing fifth grade students with a middle orientation, student have been are exposed to the middle school reading, writing, math, and science standards, become knowledgeable of middle expectations, and student are able develop a healthy rapport with administrators and support staff. All of these measures allow students to make a successful transition to the next level.

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.** Provide explicit science instruction through the Gradual Release Responsibility Model additional with aligned science support through reading in the content via small group science tutoring to increase the number of 5th grade students that are proficient by 5% on the 2015 Science 2.0 FCAT.
- G2.** Increase teacher knowledge and usage of HOT questions and tasks to increase the percentage of proficiency (3 or above) on the 2015 Reading AIR by 10% or more at each grade level.
- G3.** Use rigorous and authentic tasks aligned to state items specs to increase the number of level 3 students on the Math 2015 AIR by 10% across all grade levels (3rd - 5th).

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 explicit science instruction through the Gradual Release Responsibility Model additional with aligned science support through reading in the content via small group science tutoring to increase the number of 5th grade students that are proficient by 5% on the 2015 Science 2.0 FCAT. 1a

G046456

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	33.0

Resources Available to Support the Goal 2

- District Science Specialist, Administration, Math Coach, Professional Development (school-based), Curriculum Guide, Informational Texts, Science Level Readers

Targeted Barriers to Achieving the Goal 3

- Teachers lack of knowledge of science standards Student lack of exposure to science standards and authentic science experiences.

Plan to Monitor Progress Toward G1. 8

Student will show an increase on 2015 Science 2.0 FCAT

Person Responsible

Timothy Warren

Schedule

On 6/5/2015

Evidence of Completion

2015 Science 2.0 FCAT Scores, CGAs, Grade Level Assessments, Exit Tickets

G2. Increase teacher knowledge and usage of HOT questions and tasks to increase the percentage of proficiency (3 or above) on the 2015 Reading AIR by 10% or more at each grade level. 1a

G046457

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0

Resources Available to Support the Goal 2

- School Based Instructional Coach, District Specialist, Teacher and Coach Academy, Informative/Summative Data, Researched Based Strategies, Technology (Success Maker, Achieve 3000, and Edmodo...), Professional Learning Community, Grade Level Collaboration/ Vertical Alignment Articulation, Data Chats, DOK Charts, State Item Specs

Targeted Barriers to Achieving the Goal 3

- Lack of Instructional Strategies.
- Students reading below grade level expectations.
- Teacher usage of low level questions and tasks.

Plan to Monitor Progress Toward G2. 8

Teacher use of HOT questions and tasks will be apparent through walk-throughs; Student assignments will evidence alignment to the rigor and complexity of the Florida Standards.

Person Responsible

Timothy Warren

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

AIR Reading Scores; Language Arts CGA data; school-based formative and informative data, and i-Ready scores, student assignments (exit tickets, mini assessments, grade level tests, etc.), instructional strategy charts

G3. Use rigorous and authentic tasks aligned to state items specs to increase the number of level 3 students on the Math 2015 AIR by 10% across all grade levels (3rd - 5th). 1a

G046458

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0

Resources Available to Support the Goal 2

- District Specialist, School Based Math Coach, Administration, Professional Development, Curriculum Guide, Teacher Academy, DOK Charts, State Item Specs.

Targeted Barriers to Achieving the Goal 3

- Lack of Content Knowledge for Novice Teachers Lack of alignment between standards-based instruction and rigorous assessments Students lacking strategies to solve mathematics problems Teacher use of low level problems and tasks

Plan to Monitor Progress Toward G3. 8

Increase in student assessment data in the area of math.

Person Responsible

Timothy Warren

Schedule

Monthly, from 10/2/2014 to 6/5/2015

Evidence of Completion

2015 AIR resultss, Mathematics CGA Baseline/Post assessment data, i-Ready scores, grade-level assessments

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Provide explicit science instruction through the Gradual Release Responsibility Model additional with aligned science support through reading in the content via small group science tutoring to increase the number of 5th grade students that are proficient by 5% on the 2015 Science 2.0 FCAT. **1**

 G046456

G1.B1 Teachers lack of knowledge of science standards Student lack of exposure to science standards and authentic science experiences. **2**

 B115120

G1.B1.S1 Utilize the Gradual Release Responsibility Model to provide Science instruction to ensure that students receive explicit standards-based instruction along with scaffolded support. **4**

 S126697

Strategy Rationale

Student instruction must be explicit and scaffolded to ensure connections are made between the authentic learning experience and the science standards that will be assessed.

Action Step 1 **5**

Teachers will fully understand how to teach a science lesson using the Gradual Release Responsibility Model.

Person Responsible

Timothy Warren

Schedule

Annually, from 11/12/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, interactive science journals, lesson delivery

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

Implementation of science lessons using Gradual Release Responsibility Model

Person Responsible

Timothy Warren

Schedule

On 6/5/2015

Evidence of Completion

lesson plans, lesson delivery, student work artifacts (group and independent work), student assessment data (i.e. exit tickets, CGAs, etc.)

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

Implementation of science lessons using Gradual Release Responsibility Model to scaffold student learning.

Person Responsible

Timothy Warren

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans, Lesson Delivery, Lesson Feedback Form

G1.B1.S2 Teachers will conduct a weekly science lab for all students to ensure that meaningful connections are made. 4

 S126698

Strategy Rationale

Students must have authentic and conceptual understanding of science to make meaningful connections to the science standards as they are assessed on the state assessment.

Action Step 1 5

Develop and implement science lab lessons.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, lesson delivery, student portfolios, artifacts from science labs (i.e. recording sheet, observation sheets, etc.)

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

Develop and implement authentic science lab lessons.

Person Responsible

Timothy Warren

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Lesson delivery, Informal/Formal observation feedback, artifacts from science labs (i.e. recording sheets, observation sheets, etc.)

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

Develop science lab lessons.

Person Responsible

Timothy Warren

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Student formal/informal assessment data (i.e. exit tickets, min assessments, etc.), teacher lesson plans, student portfolio artifacts (i.e. recording sheets, observation sheets, etc.)

G2. Increase teacher knowledge and usage of HOT questions and tasks to increase the percentage of proficiency (3 or above) on the 2015 Reading AIR by 10% or more at each grade level. 1

 G046457

G2.B1 Lack of Instructional Strategies. 2

 B115121

G2.B1.S1 Use Common Planning/PLC, Grade Level Articulation, Lesson Study and the Implementation of Researched-based Strategies to develop teacher understanding of higher order thinking skills and lessons that foster critical thinking. 4

 S126699

Strategy Rationale

Teachers need to understand lessons that promote the critical thinking skills needed for students to demonstrate mastery of the standards.

Action Step 1 5

Teachers will actively participate in Professional Learning Communities

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Classroom walk-throughs, Lesson Plans, Interactive Journals, Data Notebooks and Lesson Feedback Forms as well as the delivery of the lesson

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

Teachers will participate in Professional Learning Communities/Vertical Articulation and design lessons that will allow students to apply Higher Order/Critical thinking strategies.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson Delivery, Lesson Plans, Meeting Minutes/Agendas and Data Notebooks, Student Assignments (i.e. test, exit tickets, etc), Instructional Strategy Charts

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

Teachers will plan together during common planning

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson delivery, lesson plans, meeting minutes, classroom walk-throughs, instructional strategy charts

G2.B2 Students reading below grade level expectations. 2

B115122

G2.B2.S1 Utilize the American Reading Core Independent Leveled Readers that are Common Core derived, Target students that are performing below grade level expectations and strategically design lessons that will assist them with skills/strategies pertinent to reading, Data Driven Literacy Centers (Fluency, Word Study..) 4

S126700

Strategy Rationale

Action Step 1 5

Develop a Community of Learners through Literacy

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Classroom Literacy Centers, Small group Instruction focusing on skills/strategies that will develop strong readers, students' test scores (Students should exemplify improvements on Formative/Summative Assessments) and Reading Logs/Interactive Reading Journals

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

Track the students reading progression using various literacy materials.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, Lesson Delivery, Students Reading Logs/Interactive Reading Journals and Student data

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

Evidence of teaching using various resources, ie: ARC, literacy centers, guided-reading.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

walk-throughs, formative and informative data; student reading logs and interactive journals

G3. Use rigorous and authentic tasks aligned to state items specs to increase the number of level 3 students on the Math 2015 AIR by 10% across all grade levels (3rd - 5th). 1

 G046458

G3.B1 Lack of Content Knowledge for Novice Teachers Lack of alignment between standards-based instruction and rigorous assessments Students lacking strategies to solve mathematics problems Teacher use of low level problems and tasks 2

 B115123

G3.B1.S1 Develop and implement Common Planning with all teachers to develop rigorous problems. 4

 S126701

Strategy Rationale

Teachers must understand how grade level standards build upon each other with greater rigor and complexity.

Action Step 1 5

Create a master schedule which allows common planning for specific content area teachers.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Master Schedule, Common Planning Agendas, Common Planning Minutes (grade-level)

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

Implementation of common planning among teachers.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Meeting Agenda, Meeting Minutes

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

Common Planning among all Math teachers.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Development of Common Lessons and Assessments, Meeting Agendas and minutes

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

Monthly reports to the SAC and faculty 360 Shared Accountability meetings will be used to share progress toward meeting school-wide improvement goals, which will evidence the impact of Common Planning on student achievement.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Common Planning Agendas, Common Planning Minutes, AIR Assessment results, CGA results, grade-level assessment results, and i-Ready scores

G3.B1.S2 Implement a Lesson Study with Math teachers. 4

S126702

Strategy Rationale

Teachers need to use best researched-based practices with peers.

Action Step 1 5

Develop a schedule to implement a Lesson Study with math teachers.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson Plans and Teacher Reflections

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lesson Study

Person Responsible

Timothy Warren

Schedule

Every 2 Months, from 9/1/2014 to 6/5/2015

Evidence of Completion

Teacher Lesson Reflections, Lesson Plans, Meeting Agendas

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Lesson Study

Person Responsible

Timothy Warren

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Classroom visits with feedback.

G3.B1.S3 Provide content specific professional development. 4

 S126703

Strategy Rationale

Teachers need to gain deeper knowledge of the standards, how to teach mathematics through authentic and conceptual experiences.

Action Step 1 5

Identify teacher needs and math coach leads professional development sessions on targeted areas of concern.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Meeting agendas, Lesson Plans, Meeting Notes

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Professional Development

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Logs, Monitoring Sheets, Meeting Agendas, Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Professional Development

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Classroom Observations, Lesson Plans, Meeting Minutes

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	Teachers will fully understand how to teach a science lesson using the Gradual Release Responsibility Model.	Warren, Timothy	11/12/2014	Lesson Plans, interactive science journals, lesson delivery	6/5/2015 annually
G1.B1.S2.A1	Develop and implement science lab lessons.	Warren, Timothy	9/1/2014	Lesson plans, lesson delivery, student portfolios, artifacts from science labs (i.e. recording sheet, observation sheets, etc.)	6/5/2015 weekly
G2.B1.S1.A1	Teachers will actively participate in Professional Learning Communities	Warren, Timothy	9/1/2014	Classroom walk-throughs, Lesson Plans, Interactive Journals, Data Notebooks and Lesson Feedback Forms as well as the delivery of the lesson	6/5/2015 weekly
G2.B2.S1.A1	Develop a Community of Learners through Literacy	Warren, Timothy	9/1/2014	Classroom Literacy Centers, Small group Instruction focusing on skills/ strategies that will develop strong readers, students' test scores (Students should exemplify improvements on Formative/ Summative Assessments) and Reading Logs/Interactive Reading Journals	6/5/2015 weekly
G3.B1.S1.A1	Create a master schedule which allows common planning for specific content area teachers.	Warren, Timothy	9/1/2014	Master Schedule, Common Planning Agendas, Common Planning Minutes (grade-level)	6/5/2015 weekly
G3.B1.S2.A1	Develop a schedule to implement a Lesson Study with math teachers.	Warren, Timothy	9/1/2014	Lesson Plans and Teacher Reflections	6/5/2015 weekly
G3.B1.S3.A1	Identify teacher needs and math coach leads professional development sessions on targeted areas of concern.	Warren, Timothy	9/1/2014	Meeting agendas, Lesson Plans, Meeting Notes	6/5/2015 weekly
G1.MA1	Student will show an increase on 2015 Science 2.0 FCAT	Warren, Timothy	11/12/2014	2015 Science 2.0 FCAT Scores, CGAs, Grade Level Assessments, Exit Tickets	6/5/2015 one-time
G1.B1.S1.MA1	Implementation of science lessons using Gradual Release Responsibility Model.to scaffold student learning.	Warren, Timothy	11/12/2014	Lesson Plans, Lesson Delivery, Lesson Feedback Form	6/5/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Implementation of science lessons using Gradual Release Responsibility Model	Warren, Timothy	11/12/2014	lesson plans, lesson delivery, student work artifacts (group and independent work), student assessment data (i.e. exit tickets, CGAs, etc.)	6/5/2015 one-time
G1.B1.S2.MA1	Develop science lab lessons.	Warren, Timothy	9/1/2014	Student formal/informal assessment data (i.e. exit tickets, min assessments, etc.), teacher lesson plans, student portfolio artifacts (i.e. recording sheets, observation sheets, etc.)	6/5/2015 monthly
G1.B1.S2.MA1	Develop and implement authentic science lab lessons.	Warren, Timothy	9/1/2014	Lesson Plans, Lesson delivery, Informal/Formal observation feedback, artifacts from science labs (i.e. recording sheets, observation sheets, etc.)	6/5/2015 biweekly
G2.MA1	Teacher use of HOT questions and tasks will be apparent through walk-throughs; Student assignments will evidence alignment to the rigor and complexity of the Florida Standards.	Warren, Timothy	9/1/2014	AIR Reading Scores; Language Arts CGA data; school-based formative and informative data, and i-Ready scores, student assignments (exit tickets, mini assessments, grade level tests, etc.), instructional strategy charts	6/5/2015 daily
G2.B1.S1.MA1	Teachers will plan together during common planning	Warren, Timothy	9/1/2014	Lesson delivery, lesson plans, meeting minutes, classroom walk-throughs, instructional strategy charts	6/5/2015 weekly
G2.B1.S1.MA1	Teachers will participate in Professional Learning Communities/ Vertical Articulation and design lessons that will allow students to apply Higher Order/Critical thinking strategies.	Warren, Timothy	9/1/2014	Lesson Delivery, Lesson Plans, Meeting Minutes/Agendas and Data Notebooks, Student Assignments (i.e. test, exit tickets, etc), Instructional Strategy Charts	6/5/2015 weekly
G2.B2.S1.MA1	Evidence of teaching using various resources, ie: ARC, literacy centers, guided-reading.	Warren, Timothy	9/1/2014	walk-throughs, formative and informative data; student reading logs and interactive journals	6/5/2015 weekly
G2.B2.S1.MA1	Track the students reading progression using various literacy materials.	Warren, Timothy	9/1/2014	Lesson plans, Lesson Delivery, Students Reading Logs/Interactive Reading Journals and Student data	6/5/2015 weekly
G3.MA1	Increase in student assessment data in the area of math.	Warren, Timothy	10/2/2014	2015 AIR resultss, Mathematics CGA Baseline/Post assessment data, i-Ready scores, grade-level assessments	6/5/2015 monthly
G3.B1.S1.MA1	Common Planning among all Math teachers.	Warren, Timothy	9/1/2014	Development of Common Lessons and Assessments, Meeting Agendas and minutes	6/5/2015 weekly
G3.B1.S1.MA3	Monthly reports to the SAC and faculty 360 Shared Accountability meetings will be used to share progress toward meeting school-wide improvement goals, which will evidence the impact of COmmon Planning on student achievement.	Warren, Timothy	9/1/2014	Common Planning Agendas, Common Planning Minutes, AIR Assessment results, CGA results, grade-level assessment results, and i-Ready scores	6/5/2015 weekly
G3.B1.S1.MA1	Implementation of common planning among teachers.	Warren, Timothy	9/1/2014	Meeting Agenda, Meeting Minutes	6/5/2015 weekly
G3.B1.S2.MA1	Lesson Study	Warren, Timothy	9/1/2014	Classroom visits with feedback.	6/5/2015 biweekly
G3.B1.S2.MA1	Lesson Study	Warren, Timothy	9/1/2014	Teacher Lesson Reflections, Lesson Plans, Meeting Agendas	6/5/2015 every-2-months
G3.B1.S3.MA1	Professional Development	Warren, Timothy	9/1/2014	Classroom Observations, Lesson Plans, Meeting Minutes	6/5/2015 weekly
G3.B1.S3.MA1	Professional Development	Warren, Timothy	9/1/2014	Logs, Monitoring Sheets, Meeting Agendas, Meeting Minutes	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Provide explicit science instruction through the Gradual Release Responsibility Model additional with aligned science support through reading in the content via small group science tutoring to increase the number of 5th grade students that are proficient by 5% on the 2015 Science 2.0 FCAT.

G1.B1 Teachers lack of knowledge of science standards Student lack of exposure to science standards and authentic science experiences.

G1.B1.S1 Utilize the Gradual Release Responsibility Model to provide Science instruction to ensure that students receive explicit standards-based instruction along with scaffolded support.

PD Opportunity 1

Teachers will fully understand how to teach a science lesson using the Gradual Release Responsibility Model.

Facilitator

Terri Stallworth, District Science Coach

Participants

All Teachers

Schedule

Annually, from 11/12/2014 to 6/5/2015

G1.B1.S2 Teachers will conduct a weekly science lab for all students to ensure that meaningful connections are made.

PD Opportunity 1

Develop and implement science lab lessons.

Facilitator

Terrie Stallworth, Science Specialist, science teachers

Participants

All Science Teachers

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G2. Increase teacher knowledge and usage of HOT questions and tasks to increase the percentage of proficiency (3 or above) on the 2015 Reading AIR by 10% or more at each grade level.

G2.B1 Lack of Instructional Strategies.

G2.B1.S1 Use Common Planning/PLC, Grade Level Articulation, Lesson Study and the Implementation of Researched-based Strategies to develop teacher understanding of higher order thinking skills and lessons that foster critical thinking.

PD Opportunity 1

Teachers will actively participate in Professional Learning Communities

Facilitator

Timothy T. Warren, Principal, Tyra Mobley, Assistant Principal, Jerrica Hall (Reading Coach), and Annette Tobler Reading Interventionist

Participants

All Teachers

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G2.B2 Students reading below grade level expectations.

G2.B2.S1 Utilize the American Reading Core Independent Leveled Readers that are Common Core derived, Target students that are performing below grade level expectations and strategically design lessons that will assist them with skills/strategies pertinent to reading, Data Driven Literacy Centers (Fluency, Word Study..)

PD Opportunity 1

Develop a Community of Learners through Literacy

Facilitator

Jerrica Hall (Reading Coach) Mary Noll (K-2 Reading Specialist) and Brenda Mathisen (3-5 Reading Specialist)

Participants

All Literacy Teachers

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G3. Use rigorous and authentic tasks aligned to state items specs to increase the number of level 3 students on the Math 2015 AIR by 10% across all grade levels (3rd - 5th).

G3.B1 Lack of Content Knowledge for Novice Teachers Lack of alignment between standards-based instruction and rigorous assessments Students lacking strategies to solve mathematics problems Teacher use of low level problems and tasks

G3.B1.S1 Develop and implement Common Planning with all teachers to develop rigorous problems.

PD Opportunity 1

Create a master schedule which allows common planning for specific content area teachers.

Facilitator

Timothy T. Warren, Principal; Tyra Mobley, Assistant Principal; Jerrica Hall, Reading Coach; and Annette Tobler, Reading Interventionist

Participants

Kindergarten Teachers, 1st Grade Teachers, 2nd Grade Teachers, 3rd Grade Teachers, 4th Grade Teachers, and 5th Grade Teachers

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G3.B1.S2 Implement a Lesson Study with Math teachers.

PD Opportunity 1

Develop a schedule to implement a Lesson Study with math teachers.

Facilitator

Tyra Mobley, Former Math Coach/Assistant Principal

Participants

All 3rd, 4th, 5th math teachers

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G3.B1.S3 Provide content specific professional development.

PD Opportunity 1

Identify teacher needs and math coach leads professional development sessions on targeted areas of concern.

Facilitator

Tyra Mobley, Former Math Coach/Assistant Principal

Participants

All math teachers grades K-5.

Schedule

Weekly, from 9/1/2014 to 6/5/2015