

Don Brewer Elementary School

3385 HARTSFIELD RD, Jacksonville, FL 32277

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
58%

Alternative/ESE Center
No

Charter School
No

Minority
62%

School Grades History

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

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 a safe learning environment where students are challenged daily to meet high academic expectations through standards-based instruction and to nurture in each student a life-long love of learning and a commitment to responsible citizenship.

Provide the school's vision statement

Don Brewer Elementary's vision is to be a collaborative learning community dedicated to engaging and empowering students to become responsible and productive life-long learners.

School Environment

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

*As a new administrative team enters Don Brewer Elementary School, initial steps were taken to identify student beliefs regarding the school environment. Student groups for each grade level were randomly selected to participate in a foresight activity in which students were asked, 1. What is important at Don Brewer Elementary School? 2. How do you know it's important? What do you see, hear, feel that helps you know this? 3. Do you feel safe at school? What makes you feel this way? 4. Do you feel that you receive help at school? What makes you feel that way? and 5. How do YOU impact the school environment? What is YOUR role?

Following these discussion questions, the administrative team reflected and identified an action plan to continue to build upon the strengths and address needs shared, this has been communicated to staff.

*The district utilized the Gallup survey to administer to 5th grade students. This data is reviewed, disaggregated, and analyzed to determine the impact on the learning environment and the child.

*Our school counselor offers regular morning meeting opportunities for parents to participate in to discuss student and family needs. Information is then shared and needs are addressed.

*Our district ESOL Specialist collaborates and works directly with staff to address needs of our ELL population. Opportunities to meet, as well as observe, students and teachers in their environment allows them time to assess and determine needs.

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

*Don Brewer Elementary has created, implemented and consistently reviews the school-wide safety plan. The plan includes clearly articulated behaviors and expectations specific to possible emergency protocols. Staff consistently participates in school-wide drills to review protocols and be prepared for possible emergencies.

*Through our school-wide behavior plan and use of CHAMPs procedures that are implemented and monitored throughout the building, students are clearly aware of and held accountable for expectations within the classroom setting, as well as throughout the common areas.

*Arrival and dismissal procedural guidelines are in place and clearly articulated to parents, students and staff to ensure understanding and a focus on the safety and security of our students.

*All staff members are actively involved in student supervision through the development of our equitable supervision schedule.

*Identified 5th grade students participate in our Safety Patrols program. These students serve as

leaders across the campus, assisting with supervision and monitoring of behavior expectations.

*Teachers of Tomorrow (TOTs) provides students with an opportunity to demonstrate responsibility through direct work with a classroom teacher.

*Girls on the Run program utilizes the program's curriculum to develop self-esteem and self-worth in our female population with the support of staff and sponsors, while also incorporating the physical outlet for them to grow and develop.

*Positive Behavior Intervention and Supports (PBIS) plan in place to clearly articulate the school-wide expectations and provide consistent opportunities to review, analyze and disaggregate student discipline data to identify trends and needs.

*Restorative Justice is utilized to guide our students and staff in understanding the cause and effect of our decisions and develop consequences that require students to resolve their conflicts and differences.

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

CHAMPs, the classroom management piece from Foundations, will be utilized in all classrooms. It is a program of positive and proactive classroom management. The plan uses research on effective classroom and behavior management to structure the classroom and prompt responsible student behavior. This plan will overtly teach students how to behave responsibly in every situation, while focusing time, attention, and energy on acknowledging responsible behavior.

The acronym CHAMPs reflects the behavioral expectations of the school and the teacher for the academic environment.

- C – Conversation – Can students talk to each other during this activity?
- H – Help – How can students get assistance during this activity?
- A – Activity – What is the expected end product of this activity?
- M – Movement – Can students move about freely during this activity?
- P – Participation – What does active and responsible participation for this activity look and sound like?

The beliefs for the foundation of the CHAMPs program are:

- All students must be treated with dignity and respect.
- Students should be taught the skills and behaviors necessary for success.
- Staff members should encourage motivation through positive interactions while building relationships with students.
- Student misbehavior provides a teaching opportunity.

Learners who behave inappropriately can be required to move their clothespin down on the chart, which will negatively impact their citizenship grade. Students who make good choices will have the opportunity to move their clothespin up the chart to positively impact their citizenship grade. Teachers will use a clipboard to monitor this system.

Super Star – 5 points – You are soaring!

Excellent Effort– 4 points – You're ready to learn!

All students will start on this place every day.

Time To Think– 3 points – Make better choices!

Teacher Assist– 2 points – You need to regain focus! (Note home and/or parent phone call and consequence)

Administrative Assistance – 1 point– You've lost your focus! (Visit with principal, parent contact, and consequence.)

Incentives

Periodically, a surprise "Star Day" will be celebrated. All learners who are on "Super Student" or "Ready To Learn" during our surprise announcement will receive a special treat.

Learners who earn an "A" in citizenship on their Report Card will receive a ribbon at the end of each

quarter. Learners are also eligible to have their names submitted for a drawing during BBN. A winner from each grade level will have lunch with the Principal and/or Assistant Principal. All learners that receive an "A" each quarter will receive special recognition during the end of the year awards ceremony.

Brewer's Best is a tradition at Don Brewer that awards learners who are doing a great job of exhibiting the current months' character trait. Classroom teachers will choose one student. Those learners enjoy a continental breakfast as they are celebrated for their positive contribution to our school community. Each receives a certificate and is allowed to paint their handprint on the wall of Brewer's Best. Teachers should send invitations to parents at least one week in advance.

Consequences/Interventions

Teacher and administrative interventions/disciplinary actions will be in accordance with the Duval County Student Code of Conduct. Children may receive a discipline referral for Class II, III, or IV offenses after an appropriate number of teacher interventions (i.e. time out, phone call home, parent/teacher conference, etc.) have been tried. Depending on the nature of the infraction and direction provided by the code of conduct, one of the following consequences may be administered:

Counseling/Warning Time-out (own class or another class)

Parent Contacted Parent Conference

Home Visit Suspension

Appropriate school behavior is expected of ALL students.

Students who fight and/or use physical contact with malicious intent or commit a Class III or IV offense may be automatically suspended from school depending on the circumstances.

Common Area Expectations

Morning Arrival

- Arrive: walk to room
- Select a book to read
- Read to yourself or neighbor
- Admission: Collect your things
- Put book in basket as you enter the classroom
- Listen for teacher directives

Cafeteria

- Enter quietly
- Remain in line order
- Gather lunch items and exit line
- Sit and remain seated at assigned table, with feet on the floor and bottom on seat
- Talk quietly with neighbours at your table
- Raise your hand for assistance.
- Follow the directions of the adult

Restroom

- Enter restroom quietly
- Take care of your business
- Wash hands, thoroughly, and use paper towels to dry them
- Throw all trash into the garbage can
- Exit the restroom
- Follow the directions of the adult

All behavior expectations will be communicated via the CHAMPs model to ensure students have every opportunity to make appropriate choices throughout the school day.

Students who behave inappropriately in resource class (art, computer, media, music, PE, assemblies) may be required to flip a card upon returning to class. This system will also be used during lunch.

Resource teachers, cafeteria staff and classroom teachers will work together to establish like expectations for student behavior and determine appropriate consequences

Cafeteria Consequences/Interventions

Students/classes following cafeteria procedures will be rewarded with incentives and positive recognition.

The following consequences/interventions will be used in the cafeteria:

- o Verbal warning
- o Change student seating at table
- o Assign to a designated time-out area
- o Move clothespin

Learners committing a serious violation will be sent to the office.

Playground Standards

- o Keep your hands, feet and objects to yourself.
- o Play only on the equipment here
- o Contact sports cannot be played at school
- o Line up when you are called the first time.

Brewer Bobcat Sounds

Sleeping***No Noise!***Level 0

Purring***Whisper-conversation you only want one friend to hear. ***Level 1

Growling***Conversation between 2 or 3 friends inside a classroom. ***Level 2

Howling***Outside Voice—I don't care how many people hear me!***Level 3

School – Wide Attention signal GIVE ME FIVE!

1. Stop what you are doing
2. Empty your hands
3. Eyes on the speaker
4. Mouth on silence
5. Hand raised

As learners of Don Brewer Elementary School, we will abide by the Duval County Student Code of Conduct. Accordingly we will:

1. Follow directions the first time given.
2. Keep our hands, feet, and object to yourself.
3. Show respect for ourselves, adults, other learners and school property.
4. Walk and stand in an appropriate manner.
5. Be prepared to learn at all times.

Bobcat Pledge

I pledge to:

Be Ready to Learn

Overcome Obstacles

Believe In Ourselves

Care for Our Community

Act Responsibly

Tolerate Difference

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

Through a variety of programs designed to meet the individual needs of students, our staff strives to ensure the social-emotional needs of all students. Through these supports, it is our intention to maximize student success in the areas of academic, career, personal/social development through individual, group, classroom guidance lessons, and responsive services.

*Classroom Guidance lessons are designed and implemented each week per grade level. These programs are specific to childhood stress, academic achievement, career success, responsibility, expressing feelings/emotions, and behavior choices, as well as a variety of other topics as determined through consistent student data analysis.

*Lunch Bunch occurs every day in which the Guidance Counselor selects a group of students to eat lunch with. Through the year, every student has an opportunity to participate and discuss their likes, dislikes, family make-up, and a variety of other informal discussions designed to get to know our students on a more personal level.

*Big Brothers/Big Sisters are utilized across the campus to provide mentoring opportunities for our students.

*Full Service School is a resource for our students and families utilized to provide counseling, guidance, and a variety of other supports through our partnership with the United Way.

*To Nurture is a mentoring program facilitated to identify at-risk students in need of a staff mentor. Through this program, students and their mentor meet weekly, discuss academics, as well as social issues, while developing a relationship and striving to provide purpose and guidance for students in need.

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

*Through the use of the Positive Behavior Interventions and Supports (PBIS) Plan and Foundations Team, discipline data is reviewed, disaggregated, and analyzed monthly to determine trends. From this work, action plans are created to address identified needs.

*The Attendance Intervention Team meets monthly to review attendance data and develop action plans and truancy contracts for applicable students.

*Through quarterly data chats, student district assessment data, Checks for Understanding, teacher created assessment data and informal classroom data is analyzed to determine at-risk students. Through the first data chat of the year, CGA baseline data, the previous year's state assessment data (FCAT Level 1), and retaineer data will be utilized to triangulate data points and identify the bottom quartile. Students falling into this category will be monitored throughout each data chat, to evaluate progress and impact of tiered interventions. In addition, retained students will be monitored separately to chart interventions.

*Staff is trained on Early Warning indicators specific to behavioral concerns, abuse, bullying and crisis or emergency regarding children. This process includes specific protocols regarding what to do in the case of an identified concern.

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
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	5	11	11	27
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- *PBIS - Positive Behavior referrals, use of Restorative Justice
- *AIT Meetings - analyzing data, creating truancy contracts, providing recognition opportunities for students
- *Academic Intervention Strategies - Data driven instruction, Tier I, II, & III interventions, Differentiated Small Group Instruction, ESE Support Team, Instructional Paraprofessional Support, Reading Coach, Technology Resource Programs (iReady, Achieve 3000, Write to Learn), DAT, TTS, Reading Awards, Quarterly Open/Extended Response Scrimmages, Achievement Award Recognitions quarterly

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parents will have several opportunities to view and participate in activities that demonstrate student progress in the academics as well as the resource areas. Communication is a primary goal within this goal of building positive relationships. Through the analysis of TNTP data specific to parent surveys, staff identified an action plan to address concerns shared by parents regarding communication and support of their students. We have implemented a parent contact board in the front office, specific to providing parents with immediate support and resources. This board provides information specific to the parent portal, as well a variety of other materials. In addition, monthly school-wide newsletters and Connect Duval messages are effectively communicate with our entire school community.

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

- *Leadership Team serves as the primary public relations contact for business partnerships, reaching out for opportunities to expand and build upon the connections within the school community.
 - *Through our School Advisory Council, business partners are included monthly school-wide decisions.
 - *Our Parent-Teacher Association works directly with the surrounding school community.
 - *Jennifer T. Gray, Principal, is an active member in the Arlington Small-Business Chamber and participates in monthly meetings to share news from the school and build relationships with the business community that surrounds our school.
 - *Developing faith-based partnerships, the school has reached out and partnered with Arlington Baptist Church. Through monthly SAC participation, this partnership has allowed for both organizations to share news and celebrations throughout the surrounding Arlington community.
- Through these partnerships and the use of specific fundraising activities to support school-wide goals and objectives, human and financial resources are used to support the school and school achievement.

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
Bartley, Cynthia	Assistant Principal
Pipkin, Barbara	Instructional Coach
Sheroff, Amanda	Guidance Counselor
Gray, Jennifer	Principal

Duties

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

Jennifer T. Gray, Principal

Provides a common vision for the MTSS team; ensures that the school is fully implementing MTSS; attends district level professional development on MTSS and provides training to staff; leads the monthly meetings of the MTSS leadership team; monitors implementation of MTSS through classroom observations; Reviews and monitors data to ensure that students are provided with tier two and three interventions as needed; Conducts regular reviews of the School Improvement Plan with staff, SAC, and MTSS team to ensure that strategies are being implemented and determining progress toward school goals/targets.

Cynthia Bartley, Assistant Principal

Collects and monitors data of the students; attends district level MTSS trainings; assists with the implementation and monitoring of tier two interventions, tier three interventions, and SIP strategies; assists in determining if there is additional need for interventions/assessments.

Barbara Pipkin, Reading Coach

Conducts regular observations and walk-throughs of language arts classrooms to determine implementation of SIP strategies; Models and co-teaches in language arts classrooms to provide assistance with SIP and intervention strategies; Assists in determining if there is additional need for interventions/assessments; provides professional development to teachers that assists with the implementation of SIP strategies and interventions; provides information about language arts instruction to the team; leads conversations about student progress and interventions in the language arts professional learning communities and collaborative problem solving teams.

Amanda Sheroff, Guidance Counselor

Serves as the liaison between the district and the school; participates in district level MTSS training; works with staff to develop and implement tier two and tier three interventions; models effective instruction as needed; researches and keep teachers/staff members abreast of current best practices; leads discussions of students in professional learning communities and collaborative problem solving teams.

Christine Schermann and Jill Snodgrass, Math Lead Teachers

Provides information about math instruction to the team; participates in the district level MTSS training; delivers tier one and tier two interventions and works with other staff members to implement tier two and three interventions; analyzes and monitors student data and interventions in math school-wide; shares successful interventions and strategies with the team; leads conversations about student progress and interventions in the math professional learning communities and collaborative problem solving teams.

Tracee Odoms, Science Lead Teacher

Provides information about science instruction to the team; participates in the district level MTSS training; delivers tier one and tier two interventions in science and works with other science teachers to implement tier two and three interventions; analyzes and monitors student data and interventions in science school-wide; shares successful interventions and strategies with the team; leads

conversations about student progress and interventions in the science professional learning communities and collaborative problem solving teams.

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

Collaborative problem solving teams meet weekly to discuss core instruction and both small group and individual needs. Teachers work together to brainstorm how resources can be used to address specific student needs. If students continue to struggle, the MTSS team meets on a regular basis to look at core instruction and how resources can be allocated to help students. As a result of the discussion at these meetings, staff members develop a plan to meet with small groups and individual students. In addition, funding is allocated to address student needs in the school. The leadership team monitors the effectiveness through the analysis of data on a regular basis. Supplemental Academic Instruction (SAI) funds will be used for students in subgroups who are not meeting grade level standards. Before and after school tutoring will be offered to students in order to address deficits.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Pete Ison	Parent
Paul Robinson	Teacher
Curtina Williams	Parent
Vicki Lunsford	Business/Community
Carmen Roden	Education Support Employee
Jennifer T. Gray	Principal

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 School Advisory Council reviews the school improvement plan and growth toward goals at each monthly meeting. During this time, the Council reviews data to support this growth and determines needs, as appropriate. Through the mid-year review process, the School Advisory Council receives a data specific mid-year report that provides all stakeholders with information regarding where we are as a school and assist in developing an action plans for the remainder of the school year. Based upon last year's results, the SAC continues to support the work being done within the classrooms each day, and encourages the continued focus on truly differentiating instruction and focusing on the bottom quartile and specific subgroup data. These areas of focus will continue to provide us with a focus on ensuring academic success for every child.

Development of this school improvement plan

The SAC provides ideas, strategies, barriers, and action steps for the school improvement plan. As we continue to move forward through the year, the SAC will continue to evaluate our growth towards goals and make recommendations regarding goals moving forward.

Preparation of the school's annual budget and plan

As enrollment is reviewed beginning with the 10-day count, then FTE counts twice a year, budget is reviewed and discussed as a part of each monthly School Advisory Council to stay abreast of needs and impacts on the instructional setting. Time is spent each year educating Council members on the budgetary process, guidelines, and possible opportunities for growth.

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

Classroom Materials, \$200.00,
 Instructional materials were purchased to provide additional support of students in Tier ii and Tier iii.
 Professional Development for Teachers, \$300.00
 Based upon the needs assessments of staff, opportunities for growth were provided to staff to meet individual needs to directly impact student learning.

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
Gray, Jennifer	Principal
Bartley, Cynthia	Assistant Principal
Pipkin, Barbara	Instructional Coach
Johnson, Ravandala	Teacher, K-12
Sterling, Sarah	Teacher, K-12
Gelwicks, Deborah	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on continuing to unpack the Common Core standards as it relates to literacy. In addition, the LLT will focus on the Annual Measureable Objectives that specific subgroups will need to achieve in order to close the achievement gap. The team will also work with teachers to monitor the needs/growth of our bottom quartile students in reading. When the team meets, they will focus on the progress of these students to ensure that they are making gains. The LLT will also work with teachers to provide professional development in the literacy area. Some of the areas the LLT will focus on through professional learning communities are Common Core standards, text complexity, close reading, and incorporating literacy across all content areas. The LLT will also support teachers as needed by modeling lessons and using data to determine focus lessons that our students need. In addition to work within the daily activities throughout the building, our literacy team will also work to

promote and encourage literacy through quarterly reading goals and celebrations, as well as curriculum nights that provide families with opportunities to expand their knowledge and better serve the work with their students.

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

*Common planning has been scheduled through our resource schedule to provide daily opportunities for teachers to plan with their content area/grade level teams.

*Monthly content area PLCs have been scheduled to provide opportunities for vertical articulation and planning within the content area.

*A mentor program has been created and utilized to provide staff with a network of individuals to utilize as a resource.

*Positive recognition programs have been developed and utilized to celebrate and honor those providing support to one another and allowing staff opportunities to publicly recognize those serving as a resource to other faculty.

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

One strategy that we will use is to host University of North Florida, Jacksonville University, and Florida State at Jacksonville interns and pre-interns. This will allow the administration to have opportunities to observe aspiring teachers. This will also allow high quality teacher candidates to learn about Don Brewer Elementary. In order to retain our high quality newly hired teachers, we will assign mentor teachers to all new teachers. The mentor teachers will provide support to the new teachers as well as provide guidance through the Duval County MINT program. In addition, the School Culture committee will work to promote a positive culture and climate at the school. The committee will work to host activities and team building exercises that will promote community among faculty. This will help to maintain a positive culture and assist with retaining high quality teachers at the school.

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

Don Brewer Elementary School's mentoring plan includes pairing experienced, high achieving teachers with new teachers to the school. Beginning teachers who have not completed the district new teacher program, MINT (Mentoring and Induction for Novice Teachers), will continue and participate in this program with Principal and PDF support and supervision. These teachers will participate in job-embedded professional development opportunities, PLCs, and weekly common planning with their grade level/content area specific peers. In support of this mentoring program, all novice teachers, as well as those new to the school are provided with a building-level mentor. This mentor is assigned as a result of his/her CET (Clinical Educator Training) certification, as well as grade level and content area experience. It is important that this relationship is built on similar experiences and opportunities for the experienced teacher to provide support and share best practices.

All staff members are provided with an updated handbook specific to Don Brewer Elementary School. This handbook provides specific procedural information, as well as day-to-day policies and procedures. A new teacher meeting is held on the second day of pre-planning to introduce one another, introduce the PDF (Professional Development Facilitator) and identify plans moving forward. Front office staff meets with new teachers after the 10-day count to provide specific procedural information and answer questions specific to daily attendance, collection of money, and front office responsibilities.

Administration meets with all new staff members after the 10-day count to review lesson plans, daily rituals and routines, and over-all well-being, including feedback regarding team support and mentor

assignments. These meetings will then continue each quarter to provide the sharing of norms, best practices, and to respond to individual questions/needs.

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

Don Brewer Elementary follows the Duval County Curriculum Learning Guides which have been developed by the district to follow Florida standards. Through on-going district assessments, staff will consistently monitor the implementation and student progress of learning to ensure alignment. Through the support of the Leadership Team and District Supports, staff are provided with professional support in unpacking the standards and utilizing state released items and item specifications to assist with developing best instructional practices to ensure rigorous instruction each and every day.

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

Through the use of common planning and PLCs, staff utilize district Curriculum Guide Baselines and Assessments to consistently monitor the progress of student learning. In addition, through the use of district provided resources such as iReady, DAR, and the Barton Reading Inventory, student diagnostic data is analyzed and monitored through the use of progress monitoring systems. As student data is analyzed and needs are determined, materials within the iReady software in Reading and Mathematics, the Barton Reading system, and TTS materials are used to provide targeted interventions for students to address these needs.

In addition to the mentioned materials, through the use of district Curriculum Learning Guides, opportunities to specifically differentiate instruction based upon this data is also utilized to best meet the individual needs of our students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 600

Students who are struggling in reading and math will receive before and/or after school tutoring from certificated teachers.

Strategy Rationale

To provide additional support for students in need.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Gray, Jennifer, grayj1@duvalschools.org

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

Students involved in the tutoring will take a pretest to determine what they know. Teachers will use this information to design lessons and specific strategies for students. At the end of the program, students will take a post-test to determine the effectiveness of the program. Throughout the program, students will be constantly monitored through exit tickets, observations, etc.

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

Don Brewer does not have grades K-2. However, as a transition to move students from our feeder school, Merrill Road Elementary School, multiple opportunities for staff and students to interact throughout the year are utilized. Through pre-planning activities, staff in both buildings work together to discuss student needs and develop partnerships in education. As students begin to make plans for transition to 3rd grade, 2nd grade students from Merrill Road participate in school-wide field trip to tour the campus and learn about Don Brewer Elementary School. This is a critical element in the transition for parents and students.

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

Don Brewer is an elementary school.

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

Don Brewer is an elementary school.

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

Don Brewer is an elementary school.

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

Don Brewer is an elementary school.

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.** Teachers will implement effective teaching instruction aligned to standards, including strategies and accommodations for all students, providing rigorous instruction daily.
- G2.** Teachers will collaborate, plan and implement intervention and enrichment activities using assessment data that will address the strengths and weaknesses of all students in data driven centers and small group instruction.
- G3.** Teachers will utilize strategies that will result in active, intellectual student engagement for all students in all subgroups.

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. Teachers will implement effective teaching instruction aligned to standards, including strategies and accommodations for all students, providing rigorous instruction daily. 1a

G040444

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	76.0
AMO Reading - All Students	75.0
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Full time Reading Coach
- Three Varying Exceptionalities ESE teachers and several classroom teachers have ESE certification
- Use of job embedded professional development
- Common planning time built into the daily schedule
- Computer programs such as iReady, Achieve 3000, Write to Learn, etc.
- Differentiated materials such as Common Core Math
- Instructional rounds
- Access to district specialists in math and science

Targeted Barriers to Achieving the Goal 3

- Curriculum and materials are not fully aligned with students' functionality and level.
- Lack of training and professional development to effectively implement curriculum
- Lack of time to effectively implement new district initiatives

Plan to Monitor Progress Toward G1. 8

Data will be analyzed for all subgroups on all assessments to determine progress toward goal

Person Responsible

Barbara Pipkin

Schedule

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

Evidence of Completion

Data profile sheets, Data chat sheets, School and district based assessment results

G2. Teachers will collaborate, plan and implement intervention and enrichment activities using assessment data that will address the strengths and weaknesses of all students in data driven centers and small group instruction. **1a**

 G040445

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	76.0
AMO Reading - All Students	75.0
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal **2**

- Differentiated technology programs based on student needs - iReady, Achieve 3000, Write to Learn
- Data Driven Center Rotations based on student needs in reading and math blocks
- Classroom Libraries stocks with books of varying reading levels
- Gradual Release model utilized in every classroom, providing opportunities for interventions specific to student needs
- Common planning time built into weekly resource schedule
- Professional Learning Communities utilized to provide job-embedded professional development with peers
- Instructional Rounds
- Reading Coach
- Lead teachers in content areas to serve as resources for staff
- Variety of available forms of curriculum (envisions, investigations)
- Knowledge and implementation of thinking tools - graphic organizers, manipulatives
- DAR for diagnostic reading assessments specific for struggling readers
- Barton reading program for tier iii interventions
- TTS Materials through the DAR program for tier ii and tier iii interventions

Targeted Barriers to Achieving the Goal **3**

- Not enough knowledge of resources that would provide teachers with instructional tools, strategies, and management systems ideas
- Difficulty with student off- task behavior
- A need for frequent and consistent analysis of student data to determine student strengths and weaknesses

Plan to Monitor Progress Toward G2. 8

Data will be analyzed for all subgroups on all assessments to determine progress toward goal. Through observations during the implementation of the activities we will be able to monitor if teachers have been successfully collaborating, planning and implementing activities that address the needs of all the students. Analyzing student work should also reveal student progress.

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

Classroom observations tools, student work, teacher reflections, lesson plans

G3. Teachers will utilize strategies that will result in active, intellectual student engagement for all students in all subgroups. 1a

G040446

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	76.0
AMO Reading - All Students	75.0
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Reading Coach
- Teacher Leads in ELA, Math, and Science
- Professional Development Opportunities for district initiatives
- ELA block includes center rotations for data driven centers
- Common Planning built in to weekly resource schedule
- Instructional Rounds
- Gradual release process used in weekly lesson plans
- Professional Learning Communities for job-embedded professional development opportunities
- Early Dismissal meetings and WOW Wednesdays for PD
- Technology resources
- District funds for professional development facilitation

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge of multiple strategies to increase student engagement
- Unclear understanding of the gradual release model.

Plan to Monitor Progress Toward G3. 8

As the school-based leadership team conduct classroom observations and participate in teacher PLCs, we will be able to monitor implementation of the the various strategies taught in order to engage all students. We will also provide feedback to teachers with next steps. We are hoping to see an increase of teacher knowledge with engaging students and an increase in student achievement.

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

Leadership will review the professional development calendar to ensure trainings have taken place. Also, we will review teacher participation in each PD session.

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. Teachers will implement effective teaching instruction aligned to standards, including strategies and accommodations for all students, providing rigorous instruction daily. **1**

 G040444

G1.B1 Curriculum and materials are not fully aligned with students' functionality and level. **2**

 B097786

G1.B1.S1 Teachers will use the Gradual Release of Responsibility Model in order to scaffold learning in each subject area. **4**

 S109089

Strategy Rationale

Action Step 1 **5**

Teachers will utilize I Do, We Do, They Do, and You Do in order to scaffolding instruction.

Person Responsible

Jennifer Gray

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Classroom walk-throughs to determine implementation of the gradual release model.

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

Leadership Team will conduct walk-throughs and observations to determine implementation of the gradual release model.

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

Lesson plans, observation logs, charts, student work

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

Data will be analyzed to determine how gradual release model is impacting student achievement.

Person Responsible

Jennifer Gray


Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

District and school based assessments including DAR, CGAs, classroom assessments, writing prompts, etc.

G1.B1.S2 Teachers will implement center activities in language arts, math, and science in order to address varying ability levels within the classroom. 4

 S109090

Strategy Rationale

Action Step 1 5

Teachers will be trained on how to conduct centers, provided with materials and technology to implement centers, and analyze data to determine participants at each center.

Person Responsible

Cynthia Bartley

Schedule

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

Evidence of Completion

Center activities are implemented in all classrooms.

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

Classroom walk throughs will be conducted to determine that centers are being implemented to meet the needs of students

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

Classroom Walk Through logs, CAST observations, lesson plans

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

Student work and data will be analyzed to determine effectiveness of centers

Person Responsible

Barbara Pipkin


Schedule

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

Evidence of Completion

Data chat sheets, Student data

G1.B1.S5 Teachers will collaborate with school based coach as well as district specialists in reading, math, and science in order to analyze data and plan lessons based on the needs of the students in each subgroup. 4

 S109093

Strategy Rationale

Action Step 1 5

Teachers will meet in Professional Learning Communities, common planning sessions and PLAN sessions in order to collaborate and design lessons that meet students' needs.

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

Agendas, minutes, coaching logs, charts

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Leadership Team will view minutes, agendas, and coaching logs to determine implementation

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

Minutes, agendas, coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Data will be analyzed on a regular basis to determine progress toward goal

Person Responsible

Jennifer Gray


Schedule

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


Evidence of Completion

Data profile sheets, Data chat notes, School and district data

G1.B6 Lack of training and professional development to effectively implement curriculum **2**

 B097791

G1.B6.S1 Teachers will participate in instructional rounds to observe the successful implementation of new strategies and curriculum. **4**

 S109094

Strategy Rationale

Action Step 1 **5**

Teachers will observe other classrooms in the school to observe best practices and effective teaching strategies.

Person Responsible

Jennifer Gray

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Debriefing forms, Observation forms

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

Debriefing sessions will held to discuss positives, wonderings, and application to classroom.

Person Responsible

Jennifer Gray

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Debriefing forms, observation logs

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Leadership Team will conduct walk throughs to determine if teachers are applying new strategies and best practices in their classroom

Person Responsible

Jennifer Gray


Schedule

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

Evidence of Completion

Walk through logs, observation notes, lesson plans

G1.B6.S3 Teachers will utilize data from district and school based assessments to differentiate instruction for students in all subgroups. 4

 S109096

Strategy Rationale

Action Step 1 5

Teachers will utilize Performance Matters to review assessment results and design instruction for students.

Person Responsible

Cynthia Bartley

Schedule

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

Evidence of Completion

Data profile sheets, Inform data sheets, lesson plans, small group notes

Plan to Monitor Fidelity of Implementation of G1.B6.S3 6

Classroom walk throughs and observations will be conducted in order to determine if instruction is being differentiated.

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

Classroom walk through notes and logs, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B6.S3 7

Data will be analyzed to determine if students in all subgroups are making progress

Person Responsible

Barbara Pipkin


Schedule

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

Evidence of Completion

Data chats, data profile sheets, assessment results

G1.B6.S5 Teachers will participate in Professional Learning Communities to read professional literature, study best practices, and share ideas with each other. 4

 S109098

Strategy Rationale

Action Step 1 5

Teachers will meet with their colleagues in order to grow professionally and improve instruction.

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

PLC agendas, minutes

Plan to Monitor Fidelity of Implementation of G1.B6.S5 6

Classroom walk-throughs and observations will be conducted to determine if best practices are being implemented in the classroom

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

Classroom walk-throughs forms and logs, observation notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B6.S5 7

Feedback and reflection will be gathered to determine effectiveness of the PLC.

Person Responsible

Barbara Pipkin

Schedule

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

Evidence of Completion


Exit tickets, reflection forms, survey results

G1.B10 Lack of time to effectively implement new district initiatives **2**

 B097795

G1.B10.S2 Teachers will utilize technology to provide enrichment and/or remediation time for students.

4

 S109101

Strategy Rationale

Action Step 1 **5**

Technology will be utilized in centers in order to provide enrichment and/or remediation for students.

Person Responsible

Cynthia Bartley

Schedule

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

Evidence of Completion

Observations, lesson plans, reports generated from computer programs

Plan to Monitor Fidelity of Implementation of G1.B10.S2 **6**

Reports will be generated and analyzed.

Person Responsible

Barbara Pipkin

Schedule

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

Evidence of Completion

Observations, reports

Plan to Monitor Effectiveness of Implementation of G1.B10.S2 7

Data will be pulled from software applications to determine if individual students are showing growth

Person Responsible

Barbara Pipkin


Schedule

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

Evidence of Completion

Data sheets from software programs

G1.B10.S4 Teachers will integrate literacy into science and social studies. 4

 S109103

Strategy Rationale

Action Step 1 5

Reading and writing will be implemented into science and social studies through literature, nonfiction text, and interactive journals

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

Lesson plans, observations, interactive journals

Plan to Monitor Fidelity of Implementation of G1.B10.S4 6

Classroom walk-throughs and observations will be conducted in order to determine integration.

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

Classroom walk-through forms and observation notes

Plan to Monitor Effectiveness of Implementation of G1.B10.S4 7

Student journal responses and writing prompts will be viewed to determine the integration.

Person Responsible

Jennifer Gray

Schedule

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


Evidence of Completion

Student work, interactive journals responses, district writing prompts

G2. Teachers will collaborate, plan and implement intervention and enrichment activities using assessment data that will address the strengths and weaknesses of all students in data driven centers and small group instruction. 1

 G040445

G2.B1 Not enough knowledge of resources that would provide teachers with instructional tools, strategies, and management systems ideas 2

 B097796

G2.B1.S1 Teachers will collaborate during common planning time to research instructional tools/ strategies in order to plan and implement differentiated activities. 4

 S109104

Strategy Rationale

Action Step 1 5

During common planning time teachers will research in professional books and websites strategies and management systems for differentiating instruction and activities.

Person Responsible

Barbara Pipkin

Schedule

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

Evidence of Completion

Lesson plans, Student work, teacher notes, and agendas will be used to monitor task completion.

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

Lesson plans and observations during common planning time will be used to monitor implementation of the strategy.

Person Responsible

Barbara Pipkin

Schedule

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

Evidence of Completion

Lesson plans, notes during common planning, will be the evidence collected.

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

Through observations, teacher reflections, and student work, we will be able to determine if the implementation of multiple strategies researched and planned resulted in varied activities and progress for all students.

Person Responsible

Barbara Pipkin


Schedule

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


Evidence of Completion

Observation tools, lesson plans, teacher reflections, and student work will be used to monitor the effectiveness of the strategy.

G2.B8 Difficulty with student off- task behavior **2**

 B097803

G2.B8.S1 Participate in instructional rounds to observe effective management and engagement techniques used in centers activities. **4**

 S109106

Strategy Rationale

Action Step 1 **5**

Instructional rounds will be conducted where teachers will visit classrooms that display effective management of activities during activities (center rotations).

Person Responsible

Jennifer Gray

Schedule

Monthly, from 9/30/2014 to 5/15/2015

Evidence of Completion

Agendas, observation tools and debrief forms along with discussion sessions will be evidence on how we will monitor task completion.

Plan to Monitor Fidelity of Implementation of G2.B8.S1 **6**

Instructional rounds conducted from 8:45-11:00 will be scheduled in advance. Allowing the observing teachers observe a hosting classroom where the teacher has effectively implemented management and engagement strategies during the activities. The teachers will then debrief as a group what was observed. Teachers will in turn implement effective management strategies.

Person Responsible

Jennifer Gray

Schedule

Monthly, from 9/30/2014 to 5/15/2015

Evidence of Completion

Agendas, observation tools, and debriefing forms, teacher discussions will be evidence of monitoring activities.

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 7

Successful implementation of the strategy should result in teachers implementing the effective management and engagement techniques that will minimize off-task student behavior and address the needs of all students. The data collected will include teacher notes, observation notes, and student work.

Person Responsible

Cynthia Bartley


Schedule

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

Evidence of Completion

Teacher notes, walk-through notes, observation tools, and student work will be evidence of completion of monitoring activities.

G2.B8.S2 Provide Professional Development that will build knowledge of effective management and engagement strategies to be used during center rotation activities. 4

 S109107

Strategy Rationale

Action Step 1 5

Job-embedded professional development will be provided to all teachers during PLC and Planning Wednesdays,

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

Agendas and Exit tickets

Plan to Monitor Fidelity of Implementation of G2.B8.S2 6

During Leadership meetings briefings of PD will be conducted informing all of components of the PD. Those who will monitor will also be present during the PD.

Person Responsible

Barbara Pipkin

Schedule

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

Evidence of Completion

Agendas, exit tickets will be evidence of monitoring activities.

Plan to Monitor Effectiveness of Implementation of G2.B8.S2 7

Data collected will include observations of students' on-task behavior and student work. Effectiveness of the PD should produce successful implementation of management and engagement techniques that will in turn increase student on-task behavior and progress for all students. Poor implementation of the strategy will result in lack of teacher knowledge of strategies to use, and in turn an increase in student off- task behavior.

Person Responsible

Barbara Pipkin


Schedule

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


Evidence of Completion

Teacher notes, student work ,observation tools will be evidence.

G2.B9 A need for frequent and consistent analysis of student data to determine student strengths and weaknesses **2**

 B097804

G2.B9.S1 Plan and deliver data analysis sessions on a regular and frequent basis **4**

 S109108

Strategy Rationale

Action Step 1 **5**

Set up data chat sessions to determine student progress. Chats will be conducted promptly after district assessments, and classroom assessments.

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

Agendas, Data Chat forms will be collected.

Plan to Monitor Fidelity of Implementation of G2.B9.S1 **6**

Data chat sessions will be scheduled in advance. Leadership staff will be present .

Person Responsible

Jennifer Gray

Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Agenda, data analysis forms, and student assessment results will be evidence.

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 7

Data analysis forms will be collected after the data chat sessions. Successful analysis of the data will provide the teachers with information needed to determine student strengths and weaknesses which in turn determine the differentiated activities. Poor implementation will produce inadequate information of students' strengths and weaknesses.

Person Responsible

Barbara Pipkin


Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Agenda, and data analysis form will be used as evidence.

G2.B9.S2 Follow a common and consistent problem solving protocol. 4

 S109109

Strategy Rationale

Action Step 1 5

Data Chats and all data analysis will follow an identified problem-solving protocol.

Person Responsible

Jennifer Gray

Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Data analysis form from each teacher will be evidence.

Plan to Monitor Fidelity of Implementation of G2.B9.S2 6

Collection of teacher data analysis will be collected after every session.

Person Responsible

Barbara Pipkin

Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Agendas, data analysis forms will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G2.B9.S2 7

Successful use of the data analysis protocol will provide teachers with the knowledge they need to plan and implement effective instructional activities that will consider the strengths and weaknesses of student. Data collected will include data Data Tracking Sheets , data analysis sheets , and student work.

Person Responsible

Jennifer Gray

Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Data Tracking Sheets, data analysis forms and student work will be used as evidence.

G3. Teachers will utilize strategies that will result in active, intellectual student engagement for all students in all subgroups. 1

G040446

G3.B1 Lack of teacher knowledge of multiple strategies to increase student engagement 2

B097805

G3.B1.S1 Plan and deliver PD in instructional strategies that will increase student engagement. 4

S109110

Strategy Rationale

Action Step 1 5

Professional development on instructional strategies that will increase student engagement in all classrooms

Person Responsible

Barbara Pipkin

Schedule

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

Evidence of Completion

Agendas, teacher exit tickets,

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

School-based leadership will participate in professional development that will be provided to the teachers.

Person Responsible

Barbara Pipkin

Schedule

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

Evidence of Completion

Agenda, Exit Tickets with reflective comments, Observation Tools

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

School-based leadership will monitor and observe the strategies being implemented in the classroom. Effective implementation will produce increased student engagement. Ineffective implementation will result in modeling those instructional strategies or peer observations and/or additional professional development.

Person Responsible

Jennifer Gray


Schedule

Quarterly, from 10/6/2014 to 6/5/2015

Evidence of Completion

We will require exit tickets at each professional development session to ensure teachers have a clear understanding of the information presented . Also, the agenda will be kept along with the school's professional development calendar.

G3.B1.S2 Provide coaching support to implement strategies through the coaching cycle. 4

 S109111

Strategy Rationale

Action Step 1 5

The Principal and Assistant Principal will conduct classroom walk-throughs. We will look at instructional practices and determine if coaching support is needed. After this determination, we will talk with the Reading Coach to design a plan to support the teacher. We will also determine the best approach to providing the support.

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

The task will be monitored by reviewing coaching logs in reading, science and mathematics.

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

Administration will monitor teacher participation in the coaching learning cycle.

Person Responsible

Jennifer Gray

Schedule

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

Evidence of Completion

The reading coach and/or math/science specialist will updates on activities performed during the coaching cycle. Administration will discuss with the specialist and coach to make adjustments or add additional support based on the information given.

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

Data collected will include coaching logs that will include support given to teachers. Successful implementation will include effective use of strategies in the every classroom and increased student engagement. Poor implementation will include students not actively engaged in the lesson and poor mastery of the benchmarks by the students.

Person Responsible

Jennifer Gray


Schedule

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

Evidence of Completion

The reading coach's activities are documented in the log and will be collected and reviewed for completion and follow up of the support provided to teachers.

G3.B1.S3 Conduct and participate in instructional rounds to observe other teachers' effective implementation of strategies. 4

 S109112

Strategy Rationale

Action Step 1 5

Teachers and Leadership will participate in Instructional Rounds to observe teachers.

Person Responsible

Schedule

Evidence of Completion

Agendas, Observation Tools, Debriefing Tools

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

The leadership team will monitor fidelity of implementation by preparing scheduled instructional rounds and debriefing the rounds during weekly leadership meetings.

Person Responsible

Schedule

Evidence of Completion

Agenda, observation tools, debriefing tools and meeting notes

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

Teachers implementing strategies to improve student engagement should be evident during daily instruction. An increase in student achievement and progress will also indicate the effectiveness of strategies taught. If there is poor implementation, additional support will be given to teachers as needed.


Person Responsible

Schedule


Evidence of Completion

Observation tools, student work, lesson plans

G3.B3 Unclear understanding of the gradual release model. 2

 B097807

G3.B3.S1 Reading coach, district specialist and lead teachers will provide ongoing professional development on the gradual release model for all teachers. 4

 S109113

Strategy Rationale

Action Step 1 5

Teachers will be provided professional development and additional support in the gradual release model for Language Arts and Math. The professional development may include but not limited to modeling by the coach and/or district specialist, reviewing videos of teachers using the gradual release model and observing other teachers.

Person Responsible

Barbara Pipkin

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Administration has access to the reading coach's log which includes the support provided to all teachers. Additionally, professional development activities are included on the PD calendar for the year. Evidence of teachers implementing the gradual release model should be evident during classroom observations.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

The school-based Leadership Team meets weekly and during this time we discuss plans for the week which includes our areas of focus. Administration and the Reading Coach will collaborate about next steps in improving teacher effectiveness and increasing student performance.

Person Responsible

Jennifer Gray

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Exit tickets will be required for each Professional Development session to check teacher understanding.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Administration will be able to go into each classroom to ensure the gradual release model is implemented with fidelity. Effective implementation results in the teacher following the model as well as doing what is best for students.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Evidence of the gradual release model should be evident in all classrooms during language arts and mcsic instrucionts.

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 utilize I Do, We Do, They Do, and You Do in order to scaffolding instruction.	Gray, Jennifer	8/25/2014	Classroom walk-throughs to determine implementation of the gradual release model.	6/5/2015 weekly
G1.B1.S2.A1	Teachers will be trained on how to conduct centers, provided with materials and technology to implement centers, and analyze data to determine participants at each center.	Bartley, Cynthia	9/1/2014	Center activities are implemented in all classrooms.	6/5/2015 quarterly
G1.B1.S5.A1	Teachers will meet in Professional Learning Communities, common planning sessions and PLAN sessions in order to collaborate and design lessons that meet students' needs.	Gray, Jennifer	9/1/2014	Agendas, minutes, coaching logs, charts	6/5/2015 weekly
G1.B6.S1.A1	Teachers will observe other classrooms in the school to observe best practices and effective teaching strategies.	Gray, Jennifer	9/8/2014	Debriefing forms, Observation forms	6/5/2015 quarterly
G1.B6.S3.A1	Teachers will utilize Performance Matters to review assessment results and design instruction for students.	Bartley, Cynthia	9/1/2014	Data profile sheets, Inform data sheets, lesson plans, small group notes	6/5/2015 monthly
G1.B6.S5.A1	Teachers will meet with their colleagues in order to grow professionally and improve instruction.	Gray, Jennifer	9/1/2014	PLC agendas, minutes	6/5/2015 weekly
G1.B10.S2.A1	Technology will be utilized in centers in order to provide enrichment and/or remediation for students.	Bartley, Cynthia	9/1/2014	Observations, lesson plans, reports generated from computer programs	6/5/2015 daily
G1.B10.S4.A1	Reading and writing will be implemented into science and social studies through literature, nonfiction text, and interactive journals	Gray, Jennifer	9/1/2014	Lesson plans, observations, interactive journals	6/5/2015 weekly
G2.B1.S1.A1	During common planning time teachers will research in professional books and websites strategies and management systems for differentiating instruction and activities.	Pipkin, Barbara	9/1/2014	Lesson plans, Student work, teacher notes, and agendas will be used to monitor task completion.	6/5/2015 monthly

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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
G2.B8.S1.A1	Instructional rounds will be conducted where teachers will visit classrooms that display effective management of activities during activities (center rotations).	Gray, Jennifer	9/30/2014	Agendas, observation tools and debrief forms along with discussion sessions will be evidence on how we will monitor task completion.	5/15/2015 monthly
G2.B8.S2.A1	Job-embedded professional development will be provided to all teachers during PLC and Planning Wednesdays,	Gray, Jennifer	9/1/2014	Agendas and Exit tickets	6/5/2015 monthly
G2.B9.S1.A1	Set up data chat sessions to determine student progress. Chats will be conducted promptly after district assessments, and classroom assessments.	Gray, Jennifer	9/1/2014	Agendas, Data Chat forms will be collected.	6/5/2015 quarterly
G2.B9.S2.A1	Data Chats and all data analysis will follow an identified problem-solving protocol.	Gray, Jennifer	9/29/2014	Data analysis form from each teacher will be evidence.	6/5/2015 quarterly
G3.B1.S1.A1	Professional development on instructional strategies that will increase student engagement in all classrooms	Pipkin, Barbara	9/1/2014	Agendas, teacher exit tickets,	6/5/2015 monthly
G3.B1.S2.A1	The Principal and Assistant Principal will conduct classroom walk-throughs. We will look at instructional practices and determine if coaching support is needed. After this determination, we will talk with the Reading Coach to design a plan to support the teacher. We will also determine the best approach to providing the support.	Gray, Jennifer	9/1/2014	The task will be monitored by reviewing coaching logs in reading, science and mathematics.	6/5/2015 weekly
G3.B1.S3.A1	Teachers and Leadership will participate in Instructional Rounds to observe teachers.		Agendas, Observation Tools, Debriefing Tools	one-time	
G3.B3.S1.A1	Teachers will be provided professional development and additional support in the gradual release model for Language Arts and Math. The professional development may include but not limited to modeling by the coach and/or district specialist, reviewing videos of teachers using the gradual release model and observing other teachers.	Pipkin, Barbara	9/15/2014	Administration has access to the reading coach's log which includes the support provided to all teachers. Additionally, professional development activities are included on the PD calendar for the year. Evidence of teachers implementing the gradual release model should be evident during classroom observations.	6/5/2015 monthly
G1.MA1	Data will be analyzed for all subgroups on all assessments to determine progress toward goal	Pipkin, Barbara	9/1/2014	Data profile sheets, Data chat sheets, School and district based assessment results	6/5/2015 quarterly
G1.B1.S1.MA1	Data will be analyzed to determine how gradual release model is impacting student achievement.	Gray, Jennifer	8/25/2014	District and school based assessments including DAR, CGAs, classroom assessments, writing prompts, etc.	6/5/2015 quarterly
G1.B1.S1.MA1	Leadership Team will conduct walk-throughs and observations to determine implementation of the gradual release model.	Gray, Jennifer	9/1/2014	Lesson plans, observation logs, charts, student work	6/5/2015 weekly
G1.B6.S1.MA1	Leadership Team will conduct walk throughs to determine if teachers are applying new strategies and best practices in their classroom	Gray, Jennifer	9/1/2014	Walk through logs, observation notes, lesson plans	6/5/2015 monthly
G1.B6.S1.MA1	Debriefing sessions will held to discuss positives, wonderings, and application to classroom.	Gray, Jennifer	9/8/2014	Debriefing forms, observation logs	6/5/2015 quarterly
G1.B1.S2.MA1	Student work and data will be analyzed to determine effectiveness of centers	Pipkin, Barbara	9/1/2014	Data chat sheets, Student data	6/5/2015 monthly

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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.S2.MA1	Classroom walk throughs will be conducted to determine that centers are being implemented to meet the needs of students	Gray, Jennifer	9/1/2014	Classroom Walk Through logs, CAST observations, lesson plans	6/5/2015 monthly
G1.B10.S2.MA1	Data will be pulled from software applications to determine if individual students are showing growth	Pipkin, Barbara	9/1/2014	Data sheets from software programs	6/5/2015 monthly
G1.B10.S2.MA1	Reports will be generated and analyzed.	Pipkin, Barbara	9/1/2014	Observations, reports	6/5/2015 monthly
G1.B6.S3.MA1	Data will be analyzed to determine if students in all subgroups are making progress	Pipkin, Barbara	9/1/2014	Data chats, data profile sheets, assessment results	6/5/2015 quarterly
G1.B6.S3.MA1	Classroom walk throughs and observations will be conducted in order to determine if instruction is being differentiated.	Gray, Jennifer	9/1/2014	Classroom walk through notes and logs, lesson plans	6/5/2015 quarterly
G1.B10.S4.MA1	Student journal responses and writing prompts will be viewed to determine the integration.	Gray, Jennifer	9/1/2014	Student work, interactive journals responses, district writing prompts	6/5/2015 biweekly
G1.B10.S4.MA1	Classroom walk-throughs and observations will be conducted in order to determine integration.	Gray, Jennifer	9/1/2014	Classroom walk-through forms and observation notes	6/5/2015 weekly
G1.B1.S5.MA1	Data will be analyzed on a regular basis to determine progress toward goal	Gray, Jennifer	9/1/2014	Data profile sheets, Data chat notes, School and district data	6/5/2015 monthly
G1.B1.S5.MA1	Leadership Team will view minutes, agendas, and coaching logs to determine implementation	Gray, Jennifer	9/1/2014	Minutes, agendas, coaching logs	6/5/2015 weekly
G1.B6.S5.MA1	Feedback and reflection will be gathered to determine effectiveness of the PLC.	Pipkin, Barbara	9/1/2014	Exit tickets, reflection forms, survey results	6/5/2015 quarterly
G1.B6.S5.MA1	Classroom walk-throughs and observations will be conducted to determine if best practices are being implemented in the classroom	Gray, Jennifer	9/1/2014	Classroom walk-throughs forms and logs, observation notes, lesson plans	6/5/2015 monthly
G2.MA1	Data will be analyzed for all subgroups on all assessments to determine progress toward goal. Through observations during the implementation of the activities we will be able to monitor if teachers have been successfully collaborating, planning and implementing activities that address the needs of all the students. Analyzing student work should also reveal student progress.	Gray, Jennifer	9/1/2014	Classroom observations tools, student work, teacher reflections, lesson plans	6/5/2015 monthly
G2.B1.S1.MA1	Through observations, teacher reflections, and student work, we will be able to determine if the implementation of multiple strategies researched and planned resulted in varied activities and progress for all students.	Pipkin, Barbara	9/1/2014	Observation tools, lesson plans, teacher reflections, and student work will be used to monitor the effectiveness of the strategy.	6/5/2015 quarterly
G2.B1.S1.MA1	Lesson plans and observations during common planning time will be used to monitor implementation of the strategy.	Pipkin, Barbara	9/1/2014	Lesson plans, notes during common planning, will be the evidence collected.	6/5/2015 monthly
G2.B8.S1.MA1	Successful implementation of the strategy should result in teachers implementing the effective management and engagement techniques that will minimize off-task student behavior and address the needs of all students. The data collected will include teacher	Bartley, Cynthia	9/1/2014	Teacher notes, walk-through notes, observation tools, and student work will be evidence of completion of monitoring activities.	6/5/2015 monthly

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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
	notes, observation notes, and student work.				
G2.B8.S1.MA1	Instructional rounds conducted from 8:45-11:00 will be scheduled in advance. Allowing the observing teachers observe a hosting classroom where the teacher has effectively implemented management and engagement strategies during the activities. The teachers will then debrief as a group what was observed. Teachers will in turn implement effective management strategies.	Gray, Jennifer	9/30/2014	Agendas, observation tools, and debriefing forms, teacher discussions will be evidence of monitoring activities.	5/15/2015 monthly
G2.B9.S1.MA1	Data analysis forms will be collected after the data chat sessions. Successful analysis of the data will provide the teachers with information needed to determine student strengths and weaknesses which in turn determine the differentiated activities. Poor implementation will produce inadequate information of students' strengths and weaknesses.	Pipkin, Barbara	9/29/2014	Agenda, and data analysis form will be used as evidence.	6/5/2015 quarterly
G2.B9.S1.MA1	Data chat sessions will be scheduled in advance. Leadership staff will be present .	Gray, Jennifer	9/29/2014	Agenda, data analysis forms, and student assessment results will be evidence.	6/5/2015 quarterly
G2.B8.S2.MA1	Data collected will include observations of students' on-task behavior and student work. Effectiveness of the PD should produce successful implementation of management and engagement techniques that will in turn increase student on-task behavior and progress for all students. Poor implementation of the strategy will result in lack of teacher knowledge of strategies to use, and in turn an increase in student off- task behavior.	Pipkin, Barbara	9/1/2014	Teacher notes, student work , observation tools will be evidence.	6/5/2015 monthly
G2.B8.S2.MA1	During Leadership meetings briefings of PD will be conducted informing all of components of the PD. Those who will monitor will also be present during the PD.	Pipkin, Barbara	9/1/2014	Agendas, exit tickets will be evidence of monitoring activities.	6/5/2015 monthly
G2.B9.S2.MA1	Successful use of the data analysis protocol will provide teachers with the knowledge they need to plan and implement effective instructional activities that will consider the strengths and weaknesses of student. Data collected will include data Data Tracking Sheets , data analysis sheets , and student work.	Gray, Jennifer	9/29/2014	Data Tracking Sheets, data analysis forms and student work will be used as evidence.	6/5/2015 quarterly
G2.B9.S2.MA1	Collection of teacher data analysis will be collected after every session.	Pipkin, Barbara	9/29/2014	Agendas, data analysis forms will be used as evidence.	6/5/2015 quarterly
G3.MA1	As the school-based leadership team conduct classroom observations and participate in teacher PLCs, we will be able to monitor implementation of the the various strategies taught in order to engage all students. We will also provide feedback to teachers with next steps. We are hoping to see an increase of teacher knowledge with	Gray, Jennifer	10/6/2014	Leadership will review the professional development calendar to ensure trainings have taken place. Also, we will review teacher participation in each PD session.	6/5/2015 monthly

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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
	engaging students and an increase in student achievement.				
G3.B1.S1.MA1	School-based leadership will monitor and observe the strategies being implemented in the classroom. Effective implementation will produce increased student engagement. Ineffective implementation will result in modeling those instructional strategies or peer observations and/or additional professional development.	Gray, Jennifer	10/6/2014	We will require exit tickets at each professional development session to ensure teachers have a clear understanding of the information presented . Also, the agenda will be kept along with the school's professional development calendar.	6/5/2015 quarterly
G3.B1.S1.MA1	School-based leadership will participate in professional development that will be provided to the teachers.	Pipkin, Barbara	9/1/2014	Agenda, Exit Tickets with reflective comments, Observation Tools	6/5/2015 monthly
G3.B3.S1.MA1	Administration will be able to go into each classroom to ensure the gradual release model is implemented with fidelity. Effective implementation results in the teacher following the model as well as doing what is best for students.		8/25/2014	Evidence of the gradual release model should be evident in all classrooms during language arts and mcsic instrucionts.	6/5/2015 weekly
G3.B3.S1.MA1	The school-based Leadership Team meets weekly and during this time we discuss plans for the week which includes our areas of focus. Administration and the Reading Coach will collaborate about next steps in improving teacher effectiveness and increasing student performance.	Gray, Jennifer	8/25/2014	Exit tickets will be required for each Professional Development session to check teacher understanding.	6/5/2015 weekly
G3.B1.S2.MA1	Data collected will include coaching logs that will include support given to teachers. Successful implementation will include effective use of strategies in the every classroom and increased student engagement. Poor implementation will include students not actively engaged in the lesson and poor mastery of the benchmarks by the students.	Gray, Jennifer	9/1/2014	The reading coach's activities are documented in the log and will be collected and reviewed for completion and follow up of the support provided to teachers.	6/5/2015 monthly
G3.B1.S2.MA1	Administration will monitor teacher participation in the coaching learning cycle.	Gray, Jennifer	9/1/2014	The reading coach and/or math/science specialist will updates on activities performed during the coaching cycle. Administration will discuss with the specialist and coach to make adjustments or add additional support based on the information given.	6/5/2015 monthly
G3.B1.S3.MA1	Teachers implementing strategies to improve student engagement should be evident during daily instruction. An increase in student achievement and progress will also indicate the effectiveness of strategies taught. If there is poor implementation, additional support will be given to teachers as needed.		Observation tools, student work, lesson plans	once	
G3.B1.S3.MA1	The leadership team will monitor fidelity of implementation by preparing scheduled instructional rounds and debriefing the rounds during weekly leadership meetings.		Agenda, observation tools, debriefing tools and meeting notes	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will implement effective teaching instruction aligned to standards, including strategies and accommodations for all students, providing rigorous instruction daily.

G1.B1 Curriculum and materials are not fully aligned with students' functionality and level.

G1.B1.S2 Teachers will implement center activities in language arts, math, and science in order to address varying ability levels within the classroom.

PD Opportunity 1

Teachers will be trained on how to conduct centers, provided with materials and technology to implement centers, and analyze data to determine participants at each center.

Facilitator

Jennifer Gray, Principal Barbara Pipkin, Reading Coach Christine Scherman and Jill Snodgrass, Math Lead Teachers

Participants

All teachers

Schedule

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

G1.B6 Lack of training and professional development to effectively implement curriculum

G1.B6.S5 Teachers will participate in Professional Learning Communities to read professional literature, study best practices, and share ideas with each other.

PD Opportunity 1

Teachers will meet with their colleagues in order to grow professionally and improve instruction.

Facilitator

Barbara Pipkin, Reading Coach Christine Scherman and Jill Snodgrass, Math Lead Teachers
Tracee Odoms, Science Lead Teachers

Participants

All Teachers

Schedule

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

G2. Teachers will collaborate, plan and implement intervention and enrichment activities using assessment data that will address the strengths and weaknesses of all students in data driven centers and small group instruction.

G2.B8 Difficulty with student off- task behavior

G2.B8.S2 Provide Professional Development that will build knowledge of effective management and engagement strategies to be used during center rotation activities.

PD Opportunity 1

Job-embedded professional development will be provided to all teachers during PLC and Planning Wednesdays,

Facilitator

Jennifer Gray, Principal Barbara Pipkin, Reading Coach Christine Scherman and Jill Snodgrass, Math Lead teachers Tracee Odoms, Science Lead Teacher

Participants

Teachers

Schedule

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

G3. Teachers will utilize strategies that will result in active, intellectual student engagement for all students in all subgroups.

G3.B1 Lack of teacher knowledge of multiple strategies to increase student engagement

G3.B1.S1 Plan and deliver PD in instructional strategies that will increase student engagement.

PD Opportunity 1

Professional development on instructional strategies that will increase student engagement in all classrooms

Facilitator

School-based leadership , school coach, and teacher-leaders

Participants

Classroom teachers

Schedule

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

G3.B3 Unclear understanding of the gradual release model.

G3.B3.S1 Reading coach, district specialist and lead teachers will provide ongoing professional development on the gradual release model for all teachers.

PD Opportunity 1

Teachers will be provided professional development and additional support in the gradual release model for Language Arts and Math. The professional development may include but not limited to modeling by the coach and/or district specialist, reviewing videos of teachers using the gradual release model and observing other teachers.

Facilitator

Reading coach, district Math specialist, lead teachers in Math

Participants

Classroom teachers (ESE teachers included), Leadership Team

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0