Rutledge H. Pearson Elementary School

2014-15 School Improvement Plan

Rutledge H. Pearson Elementary School

4346 ROANOKE BLVD, Jacksonville, FL 32208

http://www.duvalschools.org/rhpearson

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	78%

Alternative/ESE Center	Charter School	Minority
No	No	96%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The faculty and staff of Rutledge H. Pearson Elementary School will provide students with tools and skills needed to realize their highest level of achievement and to strive for academic, social, and physical excellence through rigorous quality and challenging curriculum.

Provide the school's vision statement

The faculty and staff at Rutledge H. Pearson Elementary School will deliver a rigorous curriculum for a diverse population of students by addressing the needs of the total child and ultimately producing lifelong learners.

School Environment

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

A good relationship between a teacher and student forms the foundation for behavioral, social and academic learning. At Rutledge Pearson we learn about our student's culture and build relationships between teachers and students by fostering positive teacher-student relationships. While the teacher are forming relationships and learning about the whole child they are also creating a respectful environment by listening carefully when students speak or ask questions, teachers are accessible to students throughout the day, and value their opinion. Through this the teacher shows the student that she/he is valued as an individual worthy of respect which helps build teacher-student relationships.

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

To ensure our students feel safe and respected before during and after school our faculty does the following:
• Positive relationships (Teacher-student or Staff member-student)
• Strong rituals and routines throughout the school
• Communication & listening to the students
• Working with the design team on interventions for specific problems
• Setting clear and consistent expectations for behavior using TRACKERS
• A nurturing atmosphere

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

Rutledge Pearson uses TRACKERS Guidelines for Success as our school wide behavioral system. All staff members model the Guidelines for Success through their actions, attitudes, and behavioral expectations for all students. In addition to modeling daily we establish clear behavioral expectations in all school settings by relating students actions to our Guidelines for Success and encouraging students to be trustworthy, respectful, responsible, kinds, have self-control, have a positive attitude, and show effort and good citizenship. The teachers view minor misbehaviors as teaching

opportunities with corrections or consequences and works with the administration to solve severe or chronic behavior

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

The social-emotional needs of our students are met by teaching our students relationship skills, responsible decision making, and self-management. Active forms of learning are primarily taught by classroom teachers, such as role playing and behavioral rehearsal and provide students with opportunities to practice these skills. The behavior specialists and school counselor reinforce those skills taught in the classroom by modeling skills to expand students' capacity for skill practiced in one on one and small group situations.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance:
-Track tardy
Suspensions:
-Monitor daily TRACKERS grades
Course Failure/Level 1 on State Assessment:
- Use Data Notebooks to track progress
- Failure to complete classwork/homework
- Unsuccessful on instructional focus tests
- Progress Reports

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	2	1	1	4
One or more suspensions	0	0	0	
Course failure in ELA or Math	4	0	1	5
Level 1 on statewide assessment	14	6	10	30

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

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

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

Attendance:
-Track tardy students

-Parent conferences
Suspensions:
-Mentor Program
-Build relationships
-Parent Conference
-Whole child
Course Failure/ Level 1 on State Assessment:
-Catch up
-Interventions
-Extra 30 minutes of math daily
- Extended hour of the school day
-Extra support through the Summer Academy

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

In order to building positive relationships & communicate our mission and vision statements with families we do the following:
• Meet & Greet
• Open House
• Parent FCAT information night
• Encourage families to participate in Family Building Better Readers.
• Offer monthly Reading Night (Literacy Nights)
To keep parents informed about their child progress we do the following:
• Quarterly Parent/Teacher
• Report Card
• Access to Parent Portal
• Progress Reports every three weeks
• Weekly notices
• Conferences

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

At Rutledge Pearson Elementary we sustain partnership with the local community to promote student achievement through our Shared Decision Making Committee, the Bride of Northeast Florida, and the local police enforcement. Our Shared Decision Making Committee provide opportunities for our school to explore ways to restructure delivery of instruction and services to better meet the needs of students. The Bride of Northeast Florida employs local community staff members to assist daily in homework and tutoring with the students as well as enrichment activities including arts and crafts, sports and

educational field trips. Our local police department meets with the safety patrols about their responsibility while on duty as well as in the classroom.

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
Crotty, Deborah	Principal
Fetner, Rachel	Assistant Principal

Duties

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

Pearson's RTI Leadership Team consists of the Principal (Deborah Crotty), Assistant Principal (Rachel Fetner) RTI Facilitator (Shirley Selsor), two Academic Coaches (Felicia McLaughlin, Khahala Stamper), VE Resource Teacher (Patty Pasciuto), Behavior Interventionist (Fernando McGhee), and School Counselor (Charmaine Coker-Hay)

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Principal leads the faculty in a review of the data. The RTI Leadership Team will meet individually with the grade level teams to develop the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Leadership Team finalizes the plan. The School Improvement Plan becomes a living document for the work of the school. The Leadership Team regularly revise sand updates the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RTI to inform instruction and made mid-course adjustments as data are analyzed.
Title X Homeless: Pearson has access to services provided by Ribault Full-Service School. They provide social service referrals, clothing, school supplies, etc.
Supplemental Academic Instruction: SAI funds will be coordinated with Title 1 funds to provide equipment, teachers, materials, and summer school for all Level 1 & 2 students.
Violence Prevention Programs: Foundations and CHAMPS Programs are fully implemented and directed by the Behavioral Interventionist.
Pearson's after-school program is funded by a federal grant under the direction Bridge of Northeast Florida.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Debbie Crotty	Principal
Mrs. Owens	Parent
Mrs. Brown	Parent
Mrs. Lovett	Parent
Darrell Marshall	Business/Community
Khalaha Stamper	Teacher
Saikeena Boardnas	Business/Community

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 is presented the school improvement plan and given time to review and provide new ideas. After discussing certain topics the advisory council approved the implementation of the new plan.

Development of this school improvement plan

Monthly SAC meetings and surveys will be given for feedback. Monthly newsletters will provide the results of these surveys and opportunities for comments.
SAC committee members participated in the development of the SIP within the months of August and September. They also give input as to which area of funds are to be utilized. This committee will be given input at quarterly reviews to assure that the SIP is being implemented correctly.
All parents are invited to participate in the development, implementation and evaluation of the SIP. Parents that participate are asked to sign in at each meeting. Suggestions from everyone are acknowledged, discussed, and then addressed at these meetings.
All meetings notes and sign in sheets will be placed in Title Audit Box as documentation.

Preparation of the school's annual budget and plan

Mrs. Crotty presents the annual budget to the school advisory council and they provide feedback of any need for change.

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

Daily agendas: $1,723.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

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

Name	Title
Crotty, Deborah	Principal
Fetner, Rachel	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Continue to develop analytic thinking at the synthesis level through a school-wide emphasis on written response to literature.

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

In our school we have a very low turnover rate of teachers due to the constant feedback that teachers feel connected to colleagues and supported by them. The teachers are given time to plan with their grade level as well as the coaches weekly. The coaches regularly assist in classrooms modeling lessons, providing feedback, and working with students. During the teachers RTI time every teacher has another adult push into their classroom daily to help work with the students who are struggling.

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

The Principal serves as the first line of communication in the process. The Reading and Math/Science Coaches will interface with the district to prepare for and roll out Common Core Standards training. The PD will train teachers in breaking down data, creating prescriptive plans for remediation, and managing resources for the differentiated instruction. The VE Resource Teacher will help coordinate prescriptive plans with IEP's when necessary. She will also serve as the resource for accommodations and modifications for all students. The Guidance Counselor and Behavior Interventionist will address nonacademic matters that affect performance and impact literacy development.
The Principal also works with the Recruitment Team in Human Resources to recruit highly qualified, certified teachers.

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

Pearson matches beginning teachers with master teachers in the same grade level for support.
Daily meetings /Observations / Modeling /Analyzing Data /Differentiating Instruction

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

The academic coaches break apart the Florida standards while using the item specs to find additional resources that align with the appropriate materials for instruction. The coaches then create an instructional focus calendar for each subject with standards that will be taught and what materials the teachers will use to meet the standard.

Our teachers use the item specs and break apart the standards they are responsible for teaching. As an additional resource teachers use CPALMS to help with alignment for curriculum mapping, additional lesson plans, and lesson study support.

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

At Rutledge Pearson our teachers and school leaders use student performance data and information from ongoing classroom assessment to differentiate instruction. Teachers use data from tests, CGA's, exit tickets, daily classroom observation, and home learning to create their differentiated instruction groups for the next day. Every student receives daily differentiated instruction in reading and math. This means students are in small groups or one-on-one with an adult using the four column method to remediate on assessments or working on skills the students are weak in. Within the small groups the teacher provides students with another way to learn the skill then allows them additional time to practice. Once the teacher observes mastery of the skill the student completes a mini assessment to show whether or not they have mastered the skill. These groups will change daily or weekly depending on how long it takes the students to master the skill being taught.

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: 32,400

Team Up provides opportunities for instruction in core academic subjects, reading and math, and enrichment activities that contribute to a well-rounded education.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy
Crotty, Deborah, crottyd@duvalschools.org

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

Progress reports every nine weeks.

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

Pearson has an in house Pre-K program funded by Title 1. The pre-K teacher serves on the Kindergarten Learning Community. Using the data from GRTR, and VPK Assessment Test, FLKRS, strengths and weaknesses of both programs are identified and adjusted to student needs.

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

Students at Rutledge Pearson have a seamless experience where a college message is communicated
from pre-kindergarten through 6th grade. At the beginning of the school year each teacher shares information about the college they attended as part of their personal introductory. This begins a conversation with the students about what they want to do when they grow up and what it will take for them to attain that goal. Throughout the year we have many University of North Florida college interns working in classrooms that also talk to students about their college experience.

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

The past two summers our Summer Academy Program attended The University of North Florida for an engineering program where students plan and build an object with a team then test it using the scientific method. The group who meets the engineering criteria and all the standards will receive a certificate from the college.

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

Over the summer students in the intermediate grades were involved in a "Youth Spark" program that was designed by our school. Students had to create a business or new idea they were interested in and create a business plan to go along with their idea. The business plan included the total start up cost of the business, materials they would need, and information about their business. At the end of the summer each group presented their idea to parents and faculty trying to persuade them to fund their business.

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   The Reading Goal for 2014-2015 is for 68%(110) of the Pearson student population to score at proficiency Level 3 on the FCAT.

G2.

G3.   The Math Goal for 2014-2015 is identified needs in the areas of geometry and measurement across the grade levels.

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. The Reading Goal for 2014-2015 is for 68%(110) of the Pearson student population to score at proficiency Level 3 on the FCAT. `1a`

🔑 G039937

Targets Supported `1b`

Indicator	Annual Target
	2014.0

Resources Available to Support the Goal `2`

- Common Planning with Reading Coach, District Reading Coach support

Targeted Barriers to Achieving the Goal `3`

- Focus is affected by attendance, Classroom Discipline, and Short Attention Span

- Student ability to comprehend complex text

- High percentage of students reading below grade level

Plan to Monitor Progress Toward G1. `8`

Higher order thinking is evident in the student's responses to complex text.

Person Responsible

Schedule

Evidence of Completion

Higher order thinking is evident is student's response to complex text.

G2. `1a`

🔑 G039938

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G2. `8`

Person Responsible

Schedule

Evidence of Completion

G3. The Math Goal for 2014-2015 is identified needs in the areas of geometry and measurement across the grade levels. `1a`

G039939

Targets Supported `1b`

Indicator	Annual Target
	2014.0

Resources Available to Support the Goal `2`

- Common planning with School Math Coach and Support from District Math Coach

Targeted Barriers to Achieving the Goal `3`

- Attendance , classroom discipline and short attention span

- Using gradual release model

- Student engagement, parental support, participation in Team Up, teacher proficiency at consistently engaging students in appropriate leveled activities

Plan to Monitor Progress Toward G3. `8`

Monitor student progress in the areas of measurement and geometry

Person Responsible

Schedule

Evidence of Completion
Student Assessments

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step 🔑 S123456 = Quick Key

G1. The Reading Goal for 2014-2015 is for 68%(110) of the Pearson student population to score at proficiency Level 3 on the FCAT. `1`

🔑 G039937

G1.B1 Focus is affected by attendance, Classroom Discipline, and Short Attention Span `2`

🔑 B096489

G1.B1.S1 Address academic and nonacademic factors that impact student learning. `4`

🔑 S107669

Strategy Rationale

Action Step 1 `5`

Analyze student performance using the five legged model that included attitude, perception, knowledge, experience and meta-cognitive.

Person Responsible

Schedule

Evidence of Completion

Whole Child Notebook

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

Analyze student performance using the five legged model that included attitude, perception, knowledge, experience and meta-cognitive.

Person Responsible

Schedule

Evidence of Completion

Whole Child Notebook

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

Analyze student performance using the five legged model that included attitude, perception, knowledge, experience and meta-cognitive.

Person Responsible

Schedule

Evidence of Completion

Whole child notebook

G1.B2 Student ability to comprehend complex text 2

B096490

G1.B2.S1 Explicit instruction of meta-cognitive thinking skills in lesson plans. 4

S107670

Strategy Rationale

Action Step 1 5

Higher order thinking is evident in the student's responses to complex text.

Person Responsible

Schedule

Evidence of Completion

Evaluating student's responses to literature..

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Higher order thinking is evident in the student's responses to complex text.

Person Responsible

Schedule

Evidence of Completion

Higher order thinking is evident in student's responses to complex text.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Higher order thinking is evident in the student's responses to complex text.

Person Responsible

Schedule

Evidence of Completion

Higher order thinking is evident in student's response to complex text

G1.B3 High percentage of students reading below grade level 2

🔍 B096491

G1.B3.S1 Accelerate students to grade level through remediation that is intensive and differentiated. 4

🔍 S107671

Strategy Rationale

Action Step 1 5

Using data from DRA results, instruction is differentiated.

Person Responsible

Schedule

Evidence of Completion

DRA results turned into administration for review 4 times per year.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Using data from DRA results, instruction is differentiated.

Person Responsible

Schedule

Evidence of Completion

DRA results turned into administration for review 4 times per year.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Using data from DRA results, instructions is differentiated.

Person Responsible

Schedule

Evidence of Completion

DRA results turned into administration for review 4 times per year.

G3. The Math Goal for 2014-2015 is identified needs in the areas of geometry and measurement across the grade levels. 1

G039939

G3.B1 Attendance , classroom discipline and short attention span 2

B096492

G3.B1.S1 Increase the use of manipulative and hands-on activities to reinforce mathematics concepts in order to engage students in appropriate levels. 4

S107672

Strategy Rationale

Action Step 1 5

Increasing student engagement

Person Responsible

Schedule

Evidence of Completion

Progress of all students on assessments

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

To increase student engagement

Person Responsible

Schedule

Evidence of Completion

Progress of students on assessments

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

Monitor student progress in the areas of measurement and geometry

Person Responsible

Schedule

Evidence of Completion

Student Assessments

G3.B2 Using gradual release model `2`

🔍 B096493

G3.B2.S1 Train teachers in the effectiveness of the Gradual Release Model in order to meet the rigor demands of Common Core(ie. written responses) `4`

🔍 S107673

Strategy Rationale

Action Step 1 `5`

Monitor student progress in the areas of measurement and geometry

Person Responsible

Schedule

Evidence of Completion

Student Assessments

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Monitor student progress in the areas of measurement and geometry

Person Responsible

Schedule

Evidence of Completion

Student Assessments

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Monitor student progress in the areas of measurement and geometry

Person Responsible

Schedule

Evidence of Completion

Student Assessments

G3.B3 Student engagement, parental support, participation in Team Up, teacher proficiency at consistently engaging students in appropriate leveled activities `2`

`B096494`

G3.B3.S1 Plan supplemental instruction or intervention for students not responding to Core instruction. Focus of instruction is determined by review of common assessment data and wilkl include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to Core instruction to ensure intervention and enrichment to students at their level. `4`

`S107674`

Strategy Rationale

Action Step 1 `5`

Effectively train teachers in the use of the Gradual Release Model, Common Core Standards and effective engagement of students in appropriate activities on their level

Person Responsible

Schedule

Evidence of Completion

Student progress on assessments

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

Monitor student progress in the areas of measurement and geometry

Person Responsible

Schedule

Evidence of Completion

Student Assessments

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

Engaging students in appropriately leveled activities.

Person Responsible

Schedule

Evidence of Completion

Student progress on assessments.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Analyze student performance using the five legged model that included attitude, perception, knowledge, experience and meta-cognitive.		Whole Child Notebook	one-time	
G1.B2.S1.A1	Higher order thinking is evident in the student's responses to complex text.		Evaluating student's responses to literature..	once	
G1.B3.S1.A1	Using data from DRA results, instruction is differentiated.		DRA results turned into administration for review 4 times per year.	once	
G3.B1.S1.A1	Increasing student engagement		Progress of all students on assessments	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	Monitor student progress in the areas of measurement and geometry		Student Assessments	one-time	
G3.B3.S1.A1	Effectively train teachers in the use of the Gradual Release Model, Common Core Standards and effective engagement of students in appropriate activities on their level		Student progress on assessments	once	
G1.MA1	Higher order thinking is evident in the student's responses to complex text.		Higher order thinking is evident is student's response to complex text.	once	
G1.B1.S1.MA1	Analyze student performance using the five legged model that included attitude, perception, knowledge, experience and meta-cognitive.		Whole child notebook	once	
G1.B1.S1.MA1	Analyze student performance using the five legged model that included attitude, perception, knowledge, experience and meta-cognitive.		Whole Child Notebook	once	
G1.B2.S1.MA1	Higher order thinking is evident in the student's responses to complex text.		Higher order thinking is evident in student's response to complex text	once	
G1.B2.S1.MA1	Higher order thinking is evident in the student's responses to complex text.		Higher order thinking is evident in student's responses to complex text.	once	
G1.B3.S1.MA1	Using data from DRA results, instructions is differentiated.		DRA results turned into administration for review 4 times per year.	once	
G1.B3.S1.MA1	Using data from DRA results, instruction is differentiated.		DRA results turned into administration for review 4 times per year.	once	
G2.MA1	[no content entered]			once	
G3.MA1	Monitor student progress in the areas of measurement and geometry		Student Assessments	once	
G3.B1.S1.MA1	Monitor student progress in the areas of measurement and geometry		Student Assessments	once	
G3.B1.S1.MA1	To increase student engagement		Progress of students on assessments	once	
G3.B2.S1.MA1	Monitor student progress in the areas of measurement and geometry		Student Assessments	once	
G3.B2.S1.MA1	Monitor student progress in the areas of measurement and geometry		Student Assessments	once	
G3.B3.S1.MA1	Engaging students in appropriately leveled activities.		Student progress on assessments.	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1	Monitor student progress in the areas of measurement and geometry		Student Assessments	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 Opportuntities

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

G1. The Reading Goal for 2014-2015 is for 68%(110) of the Pearson student population to score at proficiency Level 3 on the FCAT.

G1.B1 Focus is affected by attendance, Classroom Discipline, and Short Attention Span

G1.B1.S1 Address academic and nonacademic factors that impact student learning.

PD Opportunity 1

Analyze student performance using the five legged model that included attitude, perception, knowledge, experience and meta-cognitive.

Facilitator

Reading Coach

Participants

Teachers

Schedule

G1.B2 Student ability to comprehend complex text

G1.B2.S1 Explicit instruction of meta-cognitive thinking skills in lesson plans.

PD Opportunity 1

Higher order thinking is evident in the student's responses to complex text.

Facilitator

Reading Coach

Participants

Teachers

Schedule

G1.B3 High percentage of students reading below grade level

G1.B3.S1 Accelerate students to grade level through remediation that is intensive and differentiated.

PD Opportunity 1

Using data from DRA results, instruction is differentiated.

Facilitator

Reading Coach

Participants

Teachers

Schedule

G3. The Math Goal for 2014-2015 is identified needs in the areas of geometry and measurement across the grade levels.

G3.B1 Attendance , classroom discipline and short attention span

G3.B1.S1 Increase the use of manipulative and hands-on activities to reinforce mathematics concepts in order to engage students in appropriate levels.

PD Opportunity 1

Increasing student engagement

Facilitator

Math Coach

Participants

Teachers

Schedule

G3.B2 Using gradual release model

G3.B2.S1 Train teachers in the effectiveness of the Gradual Release Model in order to meet the rigor demands of Common Core(ie. written responses)

PD Opportunity 1

Monitor student progress in the areas of measurement and geometry

Facilitator

Math Coach

Participants

Teachers

Schedule

G3.B3 Student engagement, parental support, participation in Team Up, teacher proficiency at consistently engaging students in appropriate leveled activities

G3.B3.S1 Plan supplemental instruction or intervention for students not responding to Core instruction. Focus of instruction is determined by review of common assessment data and wilkl include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to Core instruction to ensure intervention and enrichment to students at their level.

PD Opportunity 1

Effectively train teachers in the use of the Gradual Release Model, Common Core Standards and effective engagement of students in appropriate activities on their level

Facilitator

Math Coach

Participants

Teachers

Schedule

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**