

# Fort Caroline Elementary School



2014-15 School Improvement Plan

## Fort Caroline Elementary School

3925 ATHORE DR, Jacksonville, FL 32277

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

68%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

85%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

D

C

C

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
Focus	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The dedicated educators at Fort Caroline Elementary are committed to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world.

##### Provide the school's vision statement

The dedicated educators at Fort Caroline Elementary will challenge each child by meeting his/her individual needs and motivate them to meet a higher academic standard.

#### School Environment

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

In the spring, our students and parents took the Gallup Poll survey. The Gallup Poll is a 20 question survey that measure hope, engagement, and well-being. The primary application of the Gallup Student Poll is as a measure of non-cognitive metrics that predict student success in academic and other youth development settings. Gallup research has shown that hope, engagement and well-being are key factors that drive students' grades, scores, and future employment. Results showed:

HOPE 40% ENGAGEMENT 78% WELL-BEING 54%

HOPE: The idea and energy we have for the future drives effort, academic achievement, credits earned, and retention of students of all ages. ENGAGEMENT: The involvement in and enthusiasm for school reflects how well students are known and how often they get to do what they do best. WELL-BEING: How we think about and experience our lives tells us how students are doing today and predicts their success in the future.

The results indicated to the faculty and staff that many of our students are hopeless about their future but both students and parents believe that the teachers hold high expectations for all students. This indicated to us that we are their hope! They trust us to lead and teach the children of Fort Caroline Elementary.

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

Student safety is continuously monitored and reinforced through the following actions:

1. Doors and gates are locked and checked by security guard.
2. Fire drills are held monthly.
3. Safety plan and procedures for emergency response are conducted and monitored by administration and teachers.
4. Identification procedures for all visitors, including parents are in place.
5. Teachers demonstrate respect for students and their potential as learners by providing a safe and caring classroom where everyone is respected.

**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**



Our established systems in place to minimize distractions during instructional time are Foundations, C.H.A.M.P.s, Guidelines for Success and the Ft. Caroline Creed. This year we are establishing the PBIS which includes Covey's 7 Habits of Happy Kids, The Leader in Me, Five-Step Colors of Conduct, Student Incident reports, and weekly class meetings. We will follow the DCPS Code of Student Conduct. Teachers participated in Code of Conduct training during pre-planning. Students attended a Code of Conduct assembly. Guideline for Success and the Fort Creed are recited each morning on closed circuit television. A Student Leader of the month is recognized from each classroom at our monthly flag raising. Our Student Leaders are recognized because they displayed one of Covey's 7 Habits of Happy Kids.

**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**

Ft. Caroline has a full time School Counselor who is available to all students, parents, and teachers for counseling, referrals, testing and mentoring. Our School Guidance counselor also supports the Multi-tiered System of Support (MTSS) and Response to Intervention (Rti). Within the school, we also offer the following programs:

- Girls, Inc:
- Second Steps:

Mid-October, we will be introducing a partnership between Ft. Caroline Elementary and Ft. Caroline Middle school. The program is called Teen Trendsetters. This program will allow 24 middle school students to mentor 24 first or second grade students at Ft. Caroline Elementary.

Ft. Caroline Elementary also has a connection with the Arlington Resource Center (ARC). ARC is a full service program that offers assistants for our families.

Other programs that will occur are:

- Career Awareness Month
- Career Day/Fair for all Grade levels
- Moving On to Your Future Curriculum for 5th grade
- Junior Achievement program

**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**

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	10	9	9	6	5	50
One or more suspensions	1	6	0	7	5	4	23
Course failure in ELA or Math	12	6	3	8	2	1	32
Level 1 on statewide assessment	0	0	0	56	34	41	131

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

Indicator	Grade Level					Total
	K	1	3	4	5	
Students exhibiting two or more indicators	9	6	7	2	1	25

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

- Extended Hour: An extra hour has been added to our school day for extra reading instruction.
- Barton Reading and Spelling System- District approved Tier 3 intervention
- TTS- Targeted intervention based off of DAR results
- Literature Circles- To enhance authentic conversation using text based evidence
- Socratic Seminar – Will assist with opinion writing helping student to site text
- FCRR- State approved, research based center activities
- Fluency Probe, Fry or Dolch, Phrases- Help students develop fluency rate
- Comprehension Toolkit- Exposure to Non-Fiction Text at level of the New Florida State Standards
- I-Ready- Individualized Targeted computer based Intervention
- Achieve 3000- Leveled computer based Non-Fiction Reading Practice/ Assessments
- Leveled Literacy Intervention Kit- Curriculum used for small group instruction focusing on phonemic awareness, phonics, decoding, and fluency and comprehension.
- Write to Learn- Essay and Summary writing, Instant Scoring to prepare students for FSA
- Making Words- To help increase vocabulary
- Rewards Reading/Science/Social Studies: To help decode multi syllabic words for upper grade level in a variety of content

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

Increase parental involvement to support our programs and activities by 10%  
Programs include: Open House, Math Night, Science Night, Reading Night

**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**

**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
Pinter, David	Principal
Denny, Melanie	Assistant Principal
Emery, Deanna	Instructional Coach
Cooley, Amber	Instructional Coach
Giesen, Ann Marie	Other
Waddill, Meredith	Guidance Counselor
Windley, Steve	Other

### Duties

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

The professional work of the School Leadership Team (SLT) is critical to the successful implementation of the School Improvement Plan. This in turn allows for our success in helping each learner reach their potential as stated in our Vision and Mission. All team members are responsible for monitoring the relationship between the school's vision, beliefs, core values and expectations with our actions.

Administrator – School administrators are critical to the success of our students. Their roles include:

- Instructional Leader- ensuring that all decision are centered around student learning, establishing meaningful goals, using data to drive school instruction and have high expectation for all.
- Talent Manager- accurately evaluate teacher performance with feedback, creating and monitoring an effective system for teacher improvements, hire and maintain effective teachers and leadership team.
- Culture and Community Builder-Create and maintain a school culture that promotes high instructional and professional expectations, inspire a positive culture and build respectful relationship with the school community.

Per Title 1 funding:

- Coordination of breakfast in the classroom as well as afternoon snack which is aligned with the districts nutrition program.
- Arranging for Spanish translator for Family Nights and to translate parent invitations for our Spanish speaking families.
- Printing and distributing Parent Newsletters-Reading Connections which are sent home with every child to help educate our parents and bring the community together.
- Coordination of Parent Education through Family Nights (Literacy, Math, Science, Cultural Arts)
- Coordination of Tutoring program
- Assisting with 4 Headstart classes and parent meetings
- Preparing, printing, and distributing Parent Involvement materials

Counselor or MTSS facilitator – help with documentation and observations. MTSS meet monthly.

Coaches and Interventionist – Each team member:

- Voice for Issues & Concerns from all groups
- Dissemination of business items
- Problem solving
- Round table discussions
- problem solving/Tier 2

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)***

**responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The leadership team conducts classroom walkthroughs looking for evidence of rigor, student engagement, and student understanding and student ownership. We use the student work protocol to analyze work and provide feedback to the teachers. We provide assistance to grade levels with monitoring student progress, differentiated centers, and small group interventions. We have provided a variety of resources as well as provided teacher training. We have utilized fund to purchase resources for small group instruction/interventions. Progress monitoring is on-going and is based on student need, student data and student achievement.

Teachers analyze student progress through district assessments and Performance Matters during their collaborative planning time.

The School Leadership Team meets every Tuesday. Other meeting are called on an as need bases. Classroom visits are on a weekly bases. After our classroom visits, we discuss actions and feedback for the teachers. We also discuss what rooms we will visit next and what our focus will be.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Michelle Mann	Business/Community
Nicole Neeley	Teacher
Jodi Freeman	Teacher
Doug Blackman	Business/Community
Daryl Sherman	Business/Community
LaTasha Green-Cobb	Parent
Cindy Rourke	Parent
Katrina Blakley	Parent
David Pinter	Principal
Melanie Denny	Education Support Employee

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

***Evaluation of last year's school improvement plan***

Data was reviewed and results were discussed. Our discussion included that the strategies used needed to be more focused and monitored more frequently. Student attendance was low for after-school tutoring and the results were not effective. Next steps were discussed and recommendations were made. The plan will be reevaluated during the mid-year stakeholders meeting or as needed.

***Development of this school improvement plan***

The SAC Committee reviews, revises, and supports the school improvement plan. They made recommendations and asked many questions for clarification. The SIP will be reviewed by SAC periodically throughout the year.

***Preparation of the school's annual budget and plan***

The 2014-2015 school budget was reviewed, discussed and approved. It was agreed to purchase student materials for small group interventions.

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

The 2014- 2015 funds were allocated to purchase the Rewards workbooks for small group interventions in reading. The final budget amount totaled \$2,986.52.

***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
Pinter, David	Principal
Denny, Melanie	Assistant Principal
Cooley, Amber	Instructional Coach
Richardson, Kay	Teacher, K-12
Giesen, Ann Marie	Other
Simpson, Carol	Teacher, K-12
Hardee, Rhanda	Instructional Media
Coates, Melissa	Teacher, K-12
McCurtis, Frank	Teacher, ESE
Newberg, Heather	Teacher, K-12
Sisler, Beverly	Teacher, ESE
Thompson, Dona	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team's major initiative this year is implementation of explicit vocabulary instruction, differentiations groups, small group interventions, and monitoring rigorous complex text. The team will conduct focus walks and observations. Monthly, they will meet to discuss student work, mini-assessments, and research based instructional strategies.

Cyclical application of diagnostic, prescriptive, and evaluative measures will be monitored through CGs, CGAs, Achieve 3000, i-Ready, DAR/TTS, Bartons, and Leveled Literacy Interventions. Bi-weekly professional development on student work and classroom data will occur.

LLT is also responsible for our Literacy Celebrations such as Principal's Literacy Challenge, Literacy School-wide Kick Off, Pirate Camp, Dare to Read Dash and RIF.

LLT is responsible for assisting in the monitoring of standards-based reading strategies in all classrooms. LLT monitors the elements of the Reading Standards and assures successful implementation of the Pillars of Excellent Instruction, Florida Standards, Florida Standard

Assessments, iReady, the district curriculum guides and instructional framework. LLT carefully and thoughtfully examines all learners' progress in reading as measured by teacher assessments, district provided assessments, and portfolios. Each member of the team is responsible for assisting grade level colleagues in developing a clear understanding of the standards based strategies necessary to insure learner success.

Each team is responsible for monitoring the assigned curriculum in the School Improvement Plan. Teams are responsible for monitoring the grade levels 9-week and annual plans assuring that all elements of all standards are addressed.

In support of the district's reading goals and our school based reading goals, we have established a monthly vertical literacy team whose purpose is to review data and to assist us in aligning our school with the DCPS Comprehensive K-12 Reading Plan. Team members review current and longitudinal data to ensure the successful implementation of the core reading series, novels and research based strategies for supporting students in the core curriculum.

We meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our 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**

Teachers have 45 minutes four days a week to collaborate with grade level members. They also have an hour every two weeks for individual classroom time. Our hospitality team arranges outings and gathering

on a quarterly bases to promote on-going positive working relationships. Administration supports teachers observing each other or visiting other schools. Teachers are also encouraged to attend school wide training as well as training outside of school.

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

- -Regular meetings of new teachers with PDF
- -Summer and on-going training to provide support
- -Partnering new teachers with veteran staff
- -Soliciting referrals from current employees
- -The Leader in Me
- -MINT for New teachers
- Providing CET training for Veteran teachers
- On-site Professional Development
- Participate in the School Choice Expo

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

All of our first & second year teachers are partnered with a high-performing experienced teacher that has been CET trained. Mentors meet with mentees to discuss observations, debrief and assist with planning. Mentors are assigned based on mentee's teaching discipline. Administration also support MINT teachers with an open door policy. We implement a leveled support system.

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



MINT Specialist provides support and resources for the team.

MINT support activities include:

- mentor observation cycles in which new teachers receive formative feedback and targeted coaching
- new teacher observations of model teachers with a focus on identification challenges and Educator Accomplishment Practices
- PDF monthly MINT learning sessions that focus on identified areas of need

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **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***

All students are taught on grade level during the Core instruction using the district approved curriculum guides and materials. We assess our students use a variety of data including Curriculum Guide Assessments (CGA) which assesses the Florida State Standards in reading and math. We use a computer program called i-Ready for reading and math. We also use a computer program called Achieve 3000 for 3rd, 4th, and 5th grade reading. Teachers also use exit tickets, teacher made tests and observations to assess student progress. Data is collect bi-weekly or as needed. Bases on the data, focused small groups are formed and instruction is modified or differentiated. One group will be with the teacher lead group, one group will complete lessons on the computer, and another group will be working on a skill or strategy independently. We also have interventionists that push-in the classrooms and will take another small group. During our 30 minute Response to Intervention (RTi) time, our primary grades reteach the standards not master through the CGA's.. All focused group activities are differentiated to the needs of that group. We also use additional materials that are differentiated for our students. Our materials include Leveled Literacy (LLI), Rewards Reading, Ready Common Core, as well as Bartons, Targeted Interventions (TTS), Comprehension ToolKit, and we use materials from the Florida Center for Reading Research (FCRR). Finally, we have the extended hour of reading every day.

***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 Year**

**Minutes added to school year: 10,800**

An extended hour has been added to our regular school day. The extended hour will focus on reading instruction.

**Strategy Rationale**

Our rationale for the extra reading hour each day is that by providing extra rigorous and focused differentiated small instruction our students will become proficient readers.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Pinter, David, pinterd@duvalschools.org

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

We will analyze student data from Performance Matters to determine the effectiveness of the extra hour. Data will include but is not limited to i-Ready, Achieve 3000, and Curriculum Guide assessments. Our final goal will be to have gains and student success on the final state and district assessments.

**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**

The Pre-K program at Fort Caroline Elementary consists of neighborhood children. In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K program follows the reading, writing and math standards used in Kindergarten and integrates social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten. Our Kindergarten students are assessed using FLKRS, Echoes, CGA baselines in Reading & Math & DAR. Our Pre-K students are assessed using Get Ready to Read Assessment and VPK Assessments 1-3. The results are used to group students for differentiated instruction and provided strategies for immediate intensive intervention.

**College and Career Readiness**

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

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

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



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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key

## Strategic Goals Summary

- G1.** In grades 3, 4, & 5, 67% of students will achieve a level 3 or higher on the Florida Standards Assessment Mathematics by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation.
- G2.** 68% of our 3rd, 4th, and 5th grade students will be proficient in Reading with a 3 or higher on the Florida Standard Assessment created by the American Institutes for Research (AIR) reading by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation.
- G3.** 51% of our 4th and 5th grade students will be proficient in Writing according to Duval County Public Schools and Florida State standards and assessments by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation.
- G4.** The percent of students in the bottom quartile making learning gains in 3rd, 4th, and 5th grade reading will reach 60% on the Florida State Assessment created by the American Institutes of Research (AIR) by using differentiated strategies and small group instruction.

## 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.** In grades 3, 4, & 5, 67% of students will achieve a level 3 or higher on the Florida Standards Assessment Mathematics by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation. 1a

G059202

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	67.0

**Resources Available to Support the Goal** 2

- Math Coach
- Math Interventionist
- District Math Specialist
- Math Vertical Learning Team
- 
- 
- 
- 

**Targeted Barriers to Achieving the Goal** 3

- We lacked sufficient knowledge and application of teaching strategies for differentiated small group instruction as determined by student need.

**Plan to Monitor Progress Toward G1.** 8

Leadership Team will meet with grade level teachers to analyze student work, journals, curriculum guide assessments, i-ready and classroom assessments to diagnose student performance, then collaboratively help prescribe small group instruction with differentiated strategies and continually evaluate student progress.

**Person Responsible**

David Pinter

**Schedule**

Monthly, from 9/1/2014 to 5/28/2015

**Evidence of Completion**

On-going evidence throughout the year will be lesson plans that indicate differentiated strategies and flexible grouping aligned with standards/assessment. Teacher tracking sheet through Performance Matters will be used to document progress towards targeted goal. Final evidence will be that 67% of 3, 4 & 5 grader will achieve a 3 or higher on the Florida Standards Assessment in mathematics.

**G2.** 68% of our 3rd, 4th, and 5th grade students will be proficient in Reading with a 3 or higher on the Florida Standard Assessment created by the American Institutes for Research (AIR) reading by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation. **1a**

**Targets Supported**

**1b**

 G059203

Indicator	Annual Target
AMO Reading - All Students	68.0

**Resources Available to Support the Goal** **2**

- Reading Coach
- Reading Interventionist
- District Reading Specialist
- Leveled Literacy Interventions
- Rewards Reading
- 

**Targeted Barriers to Achieving the Goal** **3**

- Lacked knowledge for small group instruction that provided rigor, differentiation, and complex text. This is necessary to provide students with the ability to achieve proficiency or above on grade level expectations.

**Plan to Monitor Progress Toward G2.** **8**

We will use Achieve 3000 and Performance Matters to show students progress towards our goal. We will display student data on our Planning for Results board and review quarterly.

**Person Responsible**

David Pinter

**Schedule**

Quarterly, from 10/27/2014 to 5/15/2015

**Evidence of Completion**

On-going evidence will be the class profile sheets with student data that will be collected to determine if progress in being made towards our goal. Final evidence will be that 68% of our 3rd ,4th &5th graders will be proficient in reading with 3 or higher on the Florida Standard Assessment created by AIR.

**G3.** 51% of our 4th and 5th grade students will be proficient in Writing according to Duval County Public Schools and Florida State standards and assessments by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation. 1a

 G059204

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	51.0

**Resources Available to Support the Goal** 2

- Literacy Coach
- District Literacy Specialist
- District Writing Prompts
- Write to Learn

**Targeted Barriers to Achieving the Goal** 3

- Transitioning from formulaic writing to Florida Standards for Writing is a significant instructional shift. Analyzing student prompts and prescribing small group instruction will Increase student proficiency.

**Plan to Monitor Progress Toward G3.** 8

Classroom teachers will collaborate during PLC and analyze student writing. Teachers will submit minutes from PLC's to Assistant Principal and/or Principal.

**Person Responsible**

Amber Cooley

**Schedule**

On 5/22/2015

**Evidence of Completion**

On-going evidence will be collected from the district writing prompts. Final evidence will be that 51% of our 4th and 5th graders will be proficient in writing according to DCPS and Florida State standards and assessments.

**G4.** The percent of students in the bottom quartile making learning gains in 3rd, 4th, and 5th grade reading will reach 60% on the Florida State Assessment created by the American Institutes of Research (AIR) by using differentiated strategies and small group instruction. 1a

G059205

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0

**Resources Available to Support the Goal** 2

- Reading Interventionist
- Leveled Literacy Interventions
- Barton Intervention
- Reading Rewards
- Florida Diagnostic and Learning Resources System (FDLRS)

**Targeted Barriers to Achieving the Goal** 3

- Differentiated small groups were not used frequently enough and specific interventions materials were not with rigor.

**Plan to Monitor Progress Toward G4.** 8

Curriculum Guide Assessment, i-ready assessment, and Achieve 300 assessments will be collected and reviewed throughout the year to determine progress towards the goal. Individual data cards will also be used to monitor student progress. We can also collect formative and summative assessments given by the teachers. Attendance will be collected through Genesis and referrals will be collect by Assistant Principal.

**Person Responsible**

Ann Marie Giesen

**Schedule**

Monthly, from 10/27/2014 to 5/15/2015

**Evidence of Completion**

On-going evidence will be the class profile sheets with student data that will be collected to determine if progress in being made towards our goal. Final evidence will be that our bottom quartile making learning gains in reading will reach 60% on the AIR..

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** In grades 3, 4, & 5, 67% of students will achieve a level 3 or higher on the Florida Standards Assessment Mathematics by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation. 1

G059202

**G1.B1** We lacked sufficient knowledge and application of teaching strategies for differentiated small group instruction as determined by student need. 2

B150680

**G1.B1.S1** Teachers will use the cyclical application of diagnostic, prescriptive, and evaluative to create and differentiate small groups. Using student data (diagnostic), small groups will be created and differentiated strategies will be used. Student work will be prescribed. The work will be evaluated to determine student growth. 4

S162521

### Strategy Rationale

Differentiated strategies and small groups will provide students with the needed rigor to achieve grade level expectations and beyond because we lack sufficient knowledge and application of teaching strategies for differentiated small group instruction as determined by student need.

### Action Step 1 5

Using Performance Matters, student data will be diagnosed according to district testing schedule. Performance Matters training will assist teachers in creating small groups of students that have the same needs. FDLRS training will teach the teachers strategies to use with these small groups that are created. Our action steps include:

- Scheduling a 3 day teacher training on differentiation through FDLRS
- Teacher will asses students using CGA and iready
- Provide teacher training on Performance Matters and how to create small groups
- Teachers then create groups according to student need based on assessment given
- Teacher implements small group instruction with rigorous materials and differentiated strategies.
- Teacher assesses student again and continues this process

Students determined to be low performing or tier II, will be pulled into small focused groups. During this small group time the teachers may reteach a lesson, skill or strategy not mastered by the students. If the student remains low performing, the teacher will work one on one with the student. Low performing students may also receive services from our interventionist , tutors and the MTSS process may begin.

### Person Responsible

David Pinter

### Schedule

Biweekly, from 9/1/2014 to 5/15/2015

### Evidence of Completion

Classroom data driving flexible grouping , student work, interactive journals will be collected/ used to demonstrate completion of the activity.



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

On a ten day rotation or as needed, prescribe meaningful differentiated strategies will be implemented with small flexible groups. Teachers will instruct students and monitor their progress. Students will be reassessed and data will be compared. If the student has met or exceeded expectations, they will be moved into another group. Student data will be collected and analyzed to monitor for fidelity.

**Person Responsible**

David Pinter

**Schedule**

Biweekly, from 10/1/2014 to 5/15/2015

***Evidence of Completion***

Records of flexible grouping/conferencing with anecdotal notes, journals and exit tickets will be collected/used to monitor the fidelity. Differentiated strategies will be documented in lesson plans and observations.

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

We will review student growth based on data/student work and groupings to determine the effectiveness of implementation. Math teachers will meet to discuss data, student growth as well as grade level growth and next steps. We will review to see if implementation is effective or not by student growth towards targeted goals on profile sheet.

**Person Responsible**

Deanna Emery

**Schedule**

Monthly, from 10/27/2014 to 5/15/2015

***Evidence of Completion***

Performance Matters; Class profile sheet and record of flexible grouping, student growth on Florida Standards Assessment will monitor the effectiveness.

**G2.** 68% of our 3rd, 4th, and 5th grade students will be proficient in Reading with a 3 or higher on the Florida Standard Assessment created by the American Institutes for Research (AIR) reading by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation. 1

G059203

**G2.B1** Lacked knowledge for small group instruction that provided rigor, differentiation, and complex text. This is necessary to provide students with the ability to achieve proficiency or above on grade level expectations. 2

B150685

**G2.B1.S1** Cyclical application of diagnostic, prescriptive, and evaluative measures through professional development based on student work and classroom data. 4

S162525

### Strategy Rationale

Diagnostic/prescriptive/evaluative (DPE) is a teaching strategy designed to meet the individual needs of students. Differentiated instruction is proactive. It is rooted in assessment and provides multiple approaches to content, process, and product. Together DPE and differentiation will focus our teachers and help our students successfully read and comprehend grade level materials.

### Action Step 1 5

Using Performance Matters, student base-line data (i-ready, CGA) will be diagnosed according to district testing schedule to create small group instruction throughout the year. Teachers will create a class profile sheet that includes baseline data. From the baseline data, we will project targeted goals for each student. After each district assessment ,we will include test results to the class profile sheet to monitor if students are moving toward the targeted goal. Between testing, teachers will be instructing small groups of students with similar needs. The instruction will be rigorous and with complex text.

Students determined to be low performing or tier II, will be pulled into small focused groups. During this small group time the teachers may reteach a lesson, skill or strategy not mastered by the students using alternative materials. If the student remains low performing, the teacher will work one on one with the student. Low performing students may also receive services from our interventionist , tutors and the MTSS process may begin.

### Person Responsible

Melanie Denny

### Schedule

Monthly, from 10/8/2014 to 5/15/2015

### Evidence of Completion

Classroom data driving flexible grouping , student work, interactive journals will be collected and reviewed to shown completion of the activity. Class profile sheet with targeted goals will be posted in school.

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

Administration will monitor lesson plans, flexible groupings, degree of rigor and text complexity with classroom observations and by attending data chats with grade levels and vertical teams. We will meet with grade level teachers and review the class profile sheet. We will compare baseline data to targeted goal. We will monitor student progress towards the targeted goal.

**Person Responsible**

Melanie Denny

**Schedule**

Monthly, from 10/27/2014 to 5/15/2015

***Evidence of Completion***

On-going evidence will be records of flexible grouping/conferencing with anecdotal notes, complex text with rigor, and lessons will be differentiated based on student need to monitor implementation with fidelity. Class profile sheets will be monitored each nine weeks to determine student progress.

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

Effectiveness will be monitored by reviewing student growth based on data/student work. Then new prescriptive or on-going groupings will be created and monitored. We will have data chats with teachers and use the class profile sheet to see if the implementation is working.

**Person Responsible**

David Pinter

**Schedule**

Monthly, from 10/27/2014 to 5/15/2015

***Evidence of Completion***

On-going evidence will monitor student growth to determine the effectiveness of implementation by using Performance Matters, class profile sheet and records of flexible groupings. Our final evaluation will be that 68% of our 3rd, 4th and 5th grade students will be proficient in reading with a level 3 or higher in AIR.

**G2.B1.S2** Track and monitor 3rd, 4th, and 5th grade students usage of Achieve 3000 to better understand student achievement and possibly predict results for FAS. 4

 S162526

### Strategy Rationale

Achieve 3000 is a computer program that allows students to read rigorous nonfiction text with multiple sources that we believe will prepare our students to be successful on the Florida State Assessment.

### Action Step 1 5

Teachers will track and monitor student usage of Achieve 3000.

#### Person Responsible

Amber Cooley

#### Schedule

Biweekly, from 2/2/2015 to 6/12/2015

#### Evidence of Completion

Bi-weekly and monthly student usage data will be collect by classroom teachers. This data will indicate students making progress. It will also indicate groups of students that need next steps, or to be placed in a teacher led group for reteaching.

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administration and school coaches will also monitor student usage and teacher strategies to help students who are not progressing.

#### Person Responsible

David Pinter

#### Schedule

Monthly, from 2/2/2015 to 6/12/2015

#### Evidence of Completion

Evidence will be teacher tracking of students and what teacher led group students are participating in. Evidence will also be student progress in Achieve 300 which will carry over to performance matters.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Administration and school coaches will also monitor student usage and teacher strategies to help students who are not progressing

**Person Responsible**

David Pinter


**Schedule**

Monthly, from 2/2/2015 to 6/12/2015


***Evidence of Completion***

Student progress will be our evidence.


**G3.** 51% of our 4th and 5th grade students will be proficient in Writing according to Duval County Public Schools and Florida State standards and assessments by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation. 1

 G059204

**G3.B1** Transitioning from formulaic writing to Florida Standards for Writing is a significant instructional shift. Analyzing student prompts and prescribing small group instruction will increase student proficiency. 2

 B150691

**G3.B1.S1** Cyclical application of diagnostic, prescriptive, and evaluative measures through embedded writing in all core subjects and professional development based on student work and classroom data. 4

 S162531

### Strategy Rationale

When learning something new, small group instruction and specific strategies based on student need allows for success and engagement. This strategy allows the teachers to diagnose the student work and prescribe a strategy for that student. The teachers can create a small group of students that need the specific strategy and then implement the strategy with the group. Then the student work can be re-evaluated or assessed to determine student understanding and growth. This process is on-going.

### Action Step 1 5

Student data, writing prompts, will be diagnosed according to district testing schedule to create small group instruction which will be on-going throughout the year. This strategy allows the teachers to diagnose the student work and prescribe a strategy for that student. The teachers can create a small group of students that need the specific strategy and then implement the strategy with the group. Then the student work can be re-evaluated or assessed to determine student understanding and growth. This process is on-going.

### Person Responsible

David Pinter

### Schedule

Monthly, from 10/1/2014 to 5/15/2015

### Evidence of Completion

District writing prompts, classroom data driving flexible groups, student work, interactive journals, and walk throughs will be used to demonstrate completion of the activity.

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

We will monitor student work and assessments monthly or as needed to see how the implementation is going. Administration will conduct bi-weekly walk-throughs. We will determine if we are collecting enough data and if the strategy is moving students towards our goal. We will communicate with teachers to get input about this process.

#### **Person Responsible**

David Pinter

#### **Schedule**

Monthly, from 10/1/2014 to 5/15/2015

#### ***Evidence of Completion***

Records of flexible grouping/conferencing with anecdotal notes, lessons will be differentiated based on student need and walk-throughs by administration will be used to monitor fidelity of this strategy.

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

To monitor the effectiveness, we will review student growth based on data, student writing, rubrics, and journals.

#### **Person Responsible**

David Pinter

#### **Schedule**

Monthly, from 10/1/2014 to 5/15/2015

#### ***Evidence of Completion***

On-going writing assessment, journal writing and writing across the curriculum will be reviewed and possibly collected. We will discuss walkthroughs, rubrics, and student data. Our final evidence to determine effectiveness will be that 51% of our 4th and 5th grade students will be proficient on the FSA.

**G4.** The percent of students in the bottom quartile making learning gains in 3rd, 4th, and 5th grade reading will reach 60% on the Florida State Assessment created by the American Institutes of Research (AIR) by using differentiated strategies and small group instruction. 1

G059205

**G4.B1** Differentiated small groups were not used frequently enough and specific interventions materials were not with rigor. 2

B150692

**G4.B1.S1** Teachers will use the cyclical application of diagnostic, prescriptive, and evaluative to create small groups and use differentiated strategies. Using student data (diagnostic), small groups will be created and differentiated strategies will be taught. Student work will be prescribed. 4

S162532

### Strategy Rationale

Diagnostic/prescriptive/evaluative (DPE) is a teaching strategy designed to meet the individual needs of students. Differentiated instruction is proactive. It is rooted in assessment and provides multiple approaches to content, process, and product. Together DPE and differentiation will focus our teachers and help our students successfully read and comprehend grade level materials.

### Action Step 1 5

Meetings will be held with grade level teachers including ESE teachers to identify the lowest 25% in reading. We will review their data and create small groups with focused instruction. The teachers will use differentiated strategies with these groups. We will monitor the progress of these students using data cards. Students will also be pulled into small focused groups. During this small group time the teachers may reteach a lesson, skill or strategy not mastered by the students using alternative materials. If the student remains low performing, the teacher will work one on one with the student. Low performing students will receive services from our interventionist, tutors and the MTSS process may begin. These students will help monitor their own progress towards their set goal. We will also monitor their attendance and referrals written. AIT meetings with district staff will be scheduled for students that miss 5 days in a calendar month or 9 day each quarter. Referrals will be monitored and we will follow the DCPS Code of Student Conduct.

### Person Responsible

Melanie Denny

### Schedule

Monthly, from 10/27/2014 to 5/15/2015

### Evidence of Completion

Flexible small groups with lesson plans, differentiated strategies, student data, CGA's, lesson plans, classroom walk through logs, observation notes will be collected as used to demonstrate completion of this activity. Monthly attendance checks will be conducted using Gnesis as well as keeping a referral log.



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

To monitor for fidelity we will:

- Create a profile sheet to identify these student that will include student growth, attendance, and referrals written with a targeted goal for the end of the year.
  - .-Review lessons plans to ensure teachers are frequently and consistently instructing with rigor, fidelity, and differentiated strategies.
  - Review and analyze student work and compare results to targeted goals
- This is our monitoring phase, so we will be looking to see if the implementation is successful. We can adjust the strategy if needed.

### **Person Responsible**

Amber Cooley

### **Schedule**

Monthly, from 10/27/2014 to 5/15/2015

### **Evidence of Completion**

Lessons showing flexible groups with focused lessons will be collected. Student data will be monitored through Performance Matters.

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

.The plan for monitoring effectiveness of implementation will be to:

- Assistant Principal will check monthly attendance and referrals to monitor and support implementation.
  - Review bottom quartile data, profile sheet, each month
  - Meet with teachers to discuss student engagement in the lessons and if differentiated strategies are working.
- We will review if the data is sufficient and if we are collecting it frequently enough. We will adjust our plan as needed.

### **Person Responsible**

Amber Cooley

### **Schedule**

Monthly, from 10/27/2014 to 5/15/2015

### **Evidence of Completion**

Student grades, attendance, referrals written and assessment will be evidence that we will collect to demonstrate that the strategy is implemented with effectiveness. Final evidence will be the gains our bottom quartile students made on the Florida State assessment.

## Appendix 1: Implementation Timeline

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

**Duval - 2351 - Fort Caroline Elementary Schl - 2014-15 SIP**  
*Fort Caroline Elementary School*

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	Using Performance Matters, student data will be diagnosed according to district testing schedule. Performance Matters training will assist teachers in creating small groups of students that have the same needs. FDLRS training will teach the teachers strategies to use with these small groups that are created. Our action steps include: - Scheduling a 3 day teacher training on differentiation through FDLRS - Teacher will asses students using CGA and i-ready - Provide teacher training on Performance Matters and how to create small groups - Teachers then create groups according to student need based on assessment given -Teacher implements small group instruction with rigorous materials and differentiated strategies. - Teacher assesses student again and continues this process Students determined to be low performing or tier II, will be pulled into small focused groups. During this small group time the teachers may reteach a lesson, skill or strategy not mastered by the students. If the student remains low performing, the teacher will work one on one with the student. Low performing students may also receive services from our interventionist , tutors and the MTSS process may begin.	Pinter, David	9/1/2014	Classroom data driving flexible grouping , student work, interactive journals will be collected/used to demonstrate completion of the activity.	5/15/2015 biweekly
G2.B1.S1.A1	Using Performance Matters, student base-line data (i-ready, CGA) will be diagnosed according to district testing schedule to create small group instruction throughout the year. Teachers will create a class profile sheet that includes baseline data. From the baseline data, we will project targeted goals for each student. After each district assessment ,we will include test results to the class profile sheet to monitor if students are moving toward the targeted goal. Between testing, teachers will be instructing small groups of students with similar needs. The instruction will be rigorous and with complex text. Students determined to be low performing or tier II, will be pulled into small focused groups. During this small group time the teachers may reteach a lesson, skill or strategy not mastered by the students using alternative materials. If the student remains low performing, the teacher will work one on one with the student. Low performing students may also receive services from our interventionist , tutors and the MTSS process may begin.	Denny, Melanie	10/8/2014	Classroom data driving flexible grouping , student work, interactive journals will be collected and reviewed to shown completion of the activity. Class profile sheet with targeted goals will be posted in school.	5/15/2015 monthly
G3.B1.S1.A1	Student data, writing prompts, will be diagnosed according to district testing schedule to create small group instruction which will be on-going throughout the year. This strategy allows the teachers to diagnose the student work and prescribe a strategy	Pinter, David	10/1/2014	District writing prompts, classroom data driving flexible groups , student work, interactive journals, and walk throughs will be used to demonstrate completion of the activity.	5/15/2015 monthly

**Duval - 2351 - Fort Caroline Elementary Schl - 2014-15 SIP**  
*Fort Caroline Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	for that student. The teachers can create a small group of students that need the specific strategy and then implement the strategy with the group. Then the student work can be re-evaluated or assessed to determine student understanding and growth. This process is on-going.				
G4.B1.S1.A1	Meetings will be held with grade level teachers including ESE teachers to identify the lowest 25% in reading. We will review their data and create small groups with focused instruction. The teachers will use differentiated strategies with these groups. We will monitor the progress of these students using data cards. Students will also be pulled into small focused groups. During this small group time the teachers may reteach a lesson, skill or strategy not mastered by the students using alternative materials. If the student remains low performing, the teacher will work one on one with the student. Low performing students will receive services from our interventionist, tutors and the MTSS process may begin. These students will help monitor their own progress towards their set goal. We will also monitor their attendance and referrals written. AIT meetings with district staff will be scheduled for students that miss 5 days in a calendar month or 9 day each quarter. Referrals will be monitored and we will follow the DCPS Code of Student Conduct.	Denny, Melanie	10/27/2014	Flexible small groups with lesson plans, differentiated strategies, student data, CGA's, lesson plans, classroom walk through logs, observation notes will be collected as used to demonstrate completion of this activity. Monthly attendance checks will be conducted using Gnesis as well as keeping a referral log.	5/15/2015 monthly
G2.B1.S2.A1	Teachers will track and monitor student usage of Achieve 3000.	Cooley, Amber	2/2/2015	Bi-weekly and monthly student usage data will be collect by classroom teachers. This data will indicate students making progress. It will also indicate groups of students that need next steps, or to be placed in a teacher led group for reteaching.	6/12/2015 biweekly
G1.MA1	Leadership Team will meet with grade level teachers to analyze student work, journals, curriculum guide assessments, i-ready and classroom assessments to diagnose student performance, then collaboratively help prescribe small group instruction with differentiated strategies and continually evaluate student progress.	Pinter, David	9/1/2014	On-going evidence throughout the year will be lesson plans that indicate differentiated strategies and flexible grouping aligned with standards/ assessment. Teacher tracking sheet through Performance Matters will be used to document progress towards targeted goal. Final evidence will be that 67% of 3, 4 & 5 grader will achieve a 3 or higher on the Florida Standards Assessment in mathematics.	5/28/2015 monthly
G1.B1.S1.MA1	We will review student growth based on data/student work and groupings to determine the effectiveness of implementation. Math teachers will meet to discuss data, student growth as well as grade level growth and next steps. We will review to see if implementation is effective or not by student growth towards targeted goals on profile sheet.	Emery, Deanna	10/27/2014	Performance Matters; Class profile sheet and record of flexible grouping, student growth on Florida Standards Assessment will monitor the effectiveness.	5/15/2015 monthly

**Duval - 2351 - Fort Caroline Elementary Schl - 2014-15 SIP**  
*Fort Caroline Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	On a ten day rotation or as needed, prescribe meaningful differentiated strategies will be implemented with small flexible groups. Teachers will instruct students and monitor their progress. Students will be reassessed and data will be compared. If the student has met or exceeded expectations, they will be moved into another group. Student data will be collected and analyzed to monitor for fidelity.	Pinter, David	10/1/2014	Records of flexible grouping/ conferencing with anecdotal notes, journals and exit tickets will be collected/used to monitor the fidelity. Differentiated strategies will be documented in lesson plans and observations.	5/15/2015 biweekly
G2.MA1	We will use Achieve 3000 and Performance Matters to show students progress towards our goal. We will display student data on our Planning for Results board and review quarterly.	Pinter, David	10/27/2014	On-going evidence will be the class profile sheets with student data that will be collected to determine if progress in being made towards our goal. Final evidence will be that 68% of our 3rd ,4th &5th graders will be proficient in reading with 3 or higher on the Florida Standard Assessment created by AIR.	5/15/2015 quarterly
G2.B1.S1.MA1	Effectiveness will be monitored by reviewing student growth based on data/student work. Then new prescriptive or on-going groupings will be created and monitored. We will have data chats with teachers and use the class profile sheet to see if the implementation is working.	Pinter, David	10/27/2014	On-going evidence will monitor student growth to determine the effectiveness of implementation by using Performance Matters, class profile sheet and records of flexible groupings. Our final evaluation will be that 68% of our 3rd, 4th and 5th grade students will be proficient in reading with a level 3 or higher in AIR.	5/15/2015 monthly
G2.B1.S1.MA1	Administration will monitor lesson plans, flexible groupings, degree of rigor and text complexity with classroom observations and by attending data chats with grade levels and vertical teams. We will meet with grade level teachers and review the class profile sheet. We will compare baseline data to targeted goal. We will monitor student progress towards the targeted goal.	Denny, Melanie	10/27/2014	On-going evidence will be records of flexible grouping/conferencing with anecdotal notes, complex text with rigor, and lessons will be differentiated based on student need to monitor implementation with fidelity. Class profile sheets will be monitored each nine weeks to determine student progress.	5/15/2015 monthly
G2.B1.S2.MA1	Administration and school coaches will also monitor student usage and teacher strategies to help students who are not progressing	Pinter, David	2/2/2015	Student progress will be our evidence.	6/12/2015 monthly
G2.B1.S2.MA1	Administration and school coaches will also monitor student usage and teacher strategies to help students who are not progressing.	Pinter, David	2/2/2015	Evidence will be teacher tracking of students and what teacher led group students are participating in. Evidence will also be student progress in Achieve 300 which will carry over to performance matters.	6/12/2015 monthly
G3.MA1	Classroom teachers will collaborate during PLC and analyze student writing. Teachers will submit minutes from PLC's to Assistant Principal and/or Principal.	Cooley, Amber	10/20/2014	On-going evidence will be collected from the district writing prompts. Final evidence will be that 51% of our 4th and 5th graders will be proficient in writing according to DCPS and Florida State standards and assessments.	5/22/2015 one-time
G3.B1.S1.MA1	To monitor the effectiveness, we will review student growth based on data, student writing, rubrics, and journals.	Pinter, David	10/1/2014	On-going writing assessment, journal writing and writing across the curriculum will be reviewed and possibly collected. We will discuss walkthroughs, rubrics, and student data. Our final evidence to determine effectiveness will be that 51% of our 4th and 5th grade students will be proficient on the FSA.	5/15/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	We will monitor student work and assessments monthly or as needed to see how the implementation is going. Administration will conduct bi-weekly walk-throughs. We will determine if we are collecting enough data and if the strategy is moving students towards our goal. We will communicate with teachers to get input about this process.	Pinter, David	10/1/2014	Records of flexible grouping/ conferencing with anecdotal notes, lessons will be differentiated based on student need and walk-throughs by administration will be used to monitor fidelity of this strategy.	5/15/2015 monthly
G4.MA1	Curriculum Guide Assessment, i-ready assessment, and Achieve 300 assessments will be collected and reviewed throughout the year to determine progress towards the goal. Individual data cards will also be used to monitor student progress. We can also collect formative and summative assessments given by the teachers. Attendance will be collected through Genesis and referrals will be collected by Assistant Principal.	Giesen, Ann Marie	10/27/2014	On-going evidence will be the class profile sheets with student data that will be collected to determine if progress is being made towards our goal. Final evidence will be that our bottom quartile making learning gains in reading will reach 60% on the AIR..	5/15/2015 monthly
G4.B1.S1.MA1	.The plan for monitoring effectiveness of implementation will be to: -Assistant Principal will check monthly attendance and referrals to monitor and support implementation. -Review bottom quartile data, profile sheet, each month -Meet with teachers to discuss student engagement in the lessons and if differentiated strategies are working. We will review if the data is sufficient and if we are collecting it frequently enough. We will adjust our plan as needed.	Cooley, Amber	10/27/2014	Student grades, attendance, referrals written and assessment will be evidence that we will collect to demonstrate that the strategy is implemented with effectiveness. Final evidence will be the gains our bottom quartile students made on the Florida State assessment.	5/15/2015 monthly
G4.B1.S1.MA1	To monitor for fidelity we will: -Create a profile sheet to identify these student that will include student growth, attendance, and referrals written with a targeted goal for the end of the year. -Review lessons plans to ensure teachers are frequently and consistently instructing with rigor, fidelity, and differentiated strategies. -Review and analyze student work and compare results to targeted goals This is our monitoring phase, so we will be looking to see if the implementation is successful. We can adjust the strategy if needed.	Cooley, Amber	10/27/2014	Lessons showing flexible groups with focused lessons will be collected. Student data will be monitored through Performance Matters.	5/15/2015 monthly

## 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.** In grades 3, 4, & 5, 67% of students will achieve a level 3 or higher on the Florida Standards Assessment Mathematics by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation.

**G1.B1** We lacked sufficient knowledge and application of teaching strategies for differentiated small group instruction as determined by student need.

**G1.B1.S1** Teachers will use the cyclical application of diagnostic, prescriptive, and evaluative to create and differentiate small groups. Using student data (diagnostic), small groups will be created and differentiated strategies will be used. Student work will be prescribed. The work will be evaluated to determine student growth.

### PD Opportunity 1

Using Performance Matters, student data will be diagnosed according to district testing schedule. Performance Matters training will assist teachers in creating small groups of students that have the same needs. FDLRS training will teach the teachers strategies to use with these small groups that are created. Our action steps include: - Scheduling a 3 day teacher training on differentiation through FDLRS - Teacher will asses students using CGA and iready - Provide teacher training on Performance Matters and how to create small groups - Teachers then create groups according to student need based on assessment given -Teacher implements small group instruction with rigorous materials and differentiated strategies. - Teacher assesses student again and continues this process Students determined to be low performing or tier II, will be pulled into small focused groups. During this small group time the teachers may reteach a lesson, skill or strategy not mastered by the students. If the student remains low performing, the teacher will work one on one with the student. Low performing students may also receive services from our interventionist , tutors and the MTSS process may begin.

#### Facilitator

Math Coaches, FDLRS, District Specialist

#### Participants

Teachers of math

#### Schedule

Biweekly, from 9/1/2014 to 5/15/2015



**G2.** 68% of our 3rd, 4th, and 5th grade students will be proficient in Reading with a 3 or higher on the Florida Standard Assessment created by the American Institutes for Research (AIR) reading by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation.

**G2.B1** Lacked knowledge for small group instruction that provided rigor, differentiation, and complex text. This is necessary to provide students with the ability to achieve proficiency or above on grade level expectations.

**G2.B1.S1** Cyclical application of diagnostic, prescriptive, and evaluative measures through professional development based on student work and classroom data.

### **PD Opportunity 1**

Using Performance Matters, student base-line data (i-ready, CGA) will be diagnosed according to district testing schedule to create small group instruction throughout the year. Teachers will create a class profile sheet that includes baseline data. From the baseline data, we will project targeted goals for each student. After each district assessment, we will include test results to the class profile sheet to monitor if students are moving toward the targeted goal. Between testing, teachers will be instructing small groups of students with similar needs. The instruction will be rigorous and with complex text. Students determined to be low performing or tier II, will be pulled into small focused groups. During this small group time the teachers may reteach a lesson, skill or strategy not mastered by the students using alternative materials. If the student remains low performing, the teacher will work one on one with the student. Low performing students may also receive services from our interventionist, tutors and the MTSS process may begin.

#### **Facilitator**

Coaches, FDLRS, District Specialist

#### **Participants**

Teachers of English Language Arts

#### **Schedule**

Monthly, from 10/8/2014 to 5/15/2015

**G3.** 51% of our 4th and 5th grade students will be proficient in Writing according to Duval County Public Schools and Florida State standards and assessments by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation.

**G3.B1** Transitioning from formulaic writing to Florida Standards for Writing is a significant instructional shift. Analyzing student prompts and prescribing small group instruction will increase student proficiency.

**G3.B1.S1** Cyclical application of diagnostic, prescriptive, and evaluative measures through embedded writing in all core subjects and professional development based on student work and classroom data.

### **PD Opportunity 1**

Student data, writing prompts, will be diagnosed according to district testing schedule to create small group instruction which will be on-going throughout the year. This strategy allows the teachers to diagnose the student work and prescribe a strategy for that student. The teachers can create a small group of students that need the specific strategy and then implement the strategy with the group. Then the student work can be re-evaluated or assessed to determine student understanding and growth. This process is on-going.

#### **Facilitator**

Coaches, District Specialist, FDLRS

#### **Participants**

Teachers of writing

#### **Schedule**

Monthly, from 10/1/2014 to 5/15/2015



**G4.** The percent of students in the bottom quartile making learning gains in 3rd, 4th, and 5th grade reading will reach 60% on the Florida State Assessment created by the American Institutes of Research (AIR) by using differentiated strategies and small group instruction.

**G4.B1** Differentiated small groups were not used frequently enough and specific interventions materials were not with rigor.

**G4.B1.S1** Teachers will use the cyclical application of diagnostic, prescriptive, and evaluative to create small groups and use differentiated strategies. Using student data (diagnostic), small groups will be created and differentiated strategies will be taught. Student work will be prescribed.

### **PD Opportunity 1**

Meetings will be held with grade level teachers including ESE teachers to identify the lowest 25% in reading. We will review their data and create small groups with focused instruction. The teachers will use differentiated strategies with these groups. We will monitor the progress of these students using data cards. Students will also be pulled into small focused groups. During this small group time the teachers may reteach a lesson, skill or strategy not mastered by the students using alternative materials. If the student remains low performing, the teacher will work one on one with the student. Low performing students will receive services from our interventionist, tutors and the MTSS process may begin. These students will help monitor their own progress towards their set goal. We will also monitor their attendance and referrals written. AIT meetings with district staff will be scheduled for students that miss 5 days in a calendar month or 9 day each quarter. Referrals will be monitored and we will follow the DCPS Code of Student Conduct.

#### **Facilitator**

Instructional Coach, Reading Interventionist, FDLRS, Assistant Principal

#### **Participants**

Teachers of ELA

#### **Schedule**

Monthly, from 10/27/2014 to 5/15/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> In grades 3, 4, & 5, 67% of students will achieve a level 3 or higher on the Florida Standards Assessment Mathematics by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation.	0
<b>Goal 2:</b> 68% of our 3rd, 4th, and 5th grade students will be proficient in Reading with a 3 or higher on the Florida Standard Assessment created by the American Institutes for Research (AIR) reading by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation.	0
<b>Goal 3:</b> 51% of our 4th and 5th grade students will be proficient in Writing according to Duval County Public Schools and Florida State standards and assessments by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation.	0
<b>Goal 4:</b> The percent of students in the bottom quartile making learning gains in 3rd, 4th, and 5th grade reading will reach 60% on the Florida State Assessment created by the American Institutes of Research (AIR) by using differentiated strategies and small group instruction.	2,987
<b>Grand Total</b>	<b>2,987</b>

**Goal 1: In grades 3, 4, & 5, 67% of students will achieve a level 3 or higher on the Florida Standards Assessment Mathematics by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation.**

Description	Source	Total
B1.S1.A1		0
<b>Total Goal 1</b>		<b>0</b>

**Goal 2: 68% of our 3rd, 4th, and 5th grade students will be proficient in Reading with a 3 or higher on the Florida Standard Assessment created by the American Institutes for Research (AIR) reading by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation.**

Description	Source	Total
B1.S1.A1		0
<b>Total Goal 2</b>		<b>0</b>

**Goal 3: 51% of our 4th and 5th grade students will be proficient in Writing according to Duval County Public Schools and Florida State standards and assessments by implementation of rigorous instruction, student engagement, student ownership, and student understanding through differentiation.**

Description	Source	Total
B1.S1.A1		0
<b>Total Goal 3</b>		<b>0</b>

**Goal 4: The percent of students in the bottom quartile making learning gains in 3rd, 4th, and 5th grade reading will reach 60% on the Florida State Assessment created by the American Institutes of Research (AIR) by using differentiated strategies and small group instruction.**

Description	Source	Total
<b>B1.S1.A1</b> - Rewards Reading will be purchased with these funds.	School Improvement Funds	2,987
<b>Total Goal 4</b>		<b>2,987</b>