

Long Branch Elementary School



2014-15 School Improvement Plan

Long Branch Elementary School

3723 FRANKLIN ST, Jacksonville, FL 32206

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
86%

Alternative/ESE Center
No

Charter School
No

Minority
98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	33

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	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We 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 middle school and beyond.

Provide the school's vision statement

Our school vision is to produce and empower students to strive to be high achievers and life-long learners.

School Environment

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

Prior to school starting, our faculty and staff took a tour of historic Springfield with our Jackson High School feeder pattern. We hosted Orientation as a meet and greet for our families. We host an Open House for families to see student work. Individual teachers do surveys and testing to better group the students.

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

We implement CHAMPS and Foundations. We reviewed school expectations by grade level and by individual classes. We implemented a Positive Behavior Plan to teach and model rituals and routines. We implemented a different arrival and dismissal procedures to ensure safety of all students based on concerns raised by all stakeholders. The school security guard monitors all outside doors and classroom doors are secure. Morning and afternoon duty post schedule was implemented with sufficient coverage at all areas. Two way radios were purchased to ensure communication. A Parent Handbook was created to communicate our expectations as well as student compacts. Implementation of the DCPS Uniform Referral is also clear on the system being fair and consistently enforced. We also are a uniform school which helps take away from other distractions.

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

A Positive Behavior Plan was implemented to be clear and concise as to the expectations of all. Each teacher was encouraged to work with their grade level to implement a uniform behavioral system, especially in the intermediate grades where the classes are departmentalized. All staff were given a schedule/expectations specific to their responsibilities. Two way radios were purchased to ensure communication so that the intercom would not be used to locate staff members. Teachers are focused on learning and engaging students. We had assemblies by grade levels to review expectations. A Parent Handbook was created to communicate our expectations as well as student compacts. Implementation of the DCPS Uniform Referral is also clear on the system being fair and consistently enforced. We also are a uniform school which helps take away from other distractions.

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

We offer Blessings in a Backpack to ensure that food is going home on the weekends. We are partnering with Big Brothers/Big Sisters to provide mentors for our students. Our principal has arranged for business partners to help purchase uniforms for those families who are struggling. We arranged for donations - monetary and supplies - from our business partners. Our guidance counselor works with the classroom teachers to identify and serve our academically and behaviorally struggling students to receive services. She also runs social skills groups and support groups for students. We are a Full Service School. We have Team Up that provides tutoring and enrichment services, as well as dinner. We have Breakfast in the Classroom and are a site where all students receive lunch free. Our ESE teacher, Reading Interventionist, Math Coach and Reading Coach also work with the students providing tutoring. We also utilize the monthly character traits around lessons and morals, and recognize each classroom's student of the month.

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

A team consisting of administration and school counselor look at attendance and truancy; suspensions; retentions; level 1's and 2's; Progress Monitoring Plans (PMPs), and teacher judgement to identify the students in critical need.

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	19	18	9	10	6	5	67
One or more suspensions	4	6	1	8	3	2	24
Course failure in ELA or Math	2	3	0	5	0	0	10
Level 1 on statewide assessment	0	0	0	24	17	18	59
	0	0	0	0	0	0	
	0	0	0	0	0	0	

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		3	3	7	4	3	20

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

We are partnering with Big Brothers/Big Sisters to provide mentors for our students. Our guidance counselor works with the classroom teachers to identify and serve our academically and behaviorally struggling students to receive services. She also facilitates social skills groups and support groups for students. We are a Full Service School. We have Team Up that provides tutoring and enrichment

services, as well as dinner. Our Exceptional Education Teacher (ESE teacher), Reading Interventionist, Math Coach and Reading Coach also work with the students providing tutoring.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/205758>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The administration has secured several business partners to support the school and its mission. We acknowledge them in our school newsletters and at sponsored events. We are a full service school.

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
	Principal
Derby, Lani	Assistant Principal
richards, Nadege	Instructional Coach
Williams, Renee	Instructional Coach

Duties

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

We are all part of the collaborative planning process to monitor the implementation of the curriculum guides and monitor the data to effect student achievement. Professional development needs will be identified and a model for implementing - on/off site professional development, coaching, and/or modeling.

Coaches will be responsible for assisting teachers with progress monitoring and the Response to Intervention (Rtl) process.

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 School Counselor and District ESE Specialist are responsible for scheduling and facilitating the RtI Team meetings, initiating and monitoring (Multi-Response Team) MRT procedures. Reading interventionist and Varying Exceptionalities (VE) teacher will be responsible for small group tier 2 and tier 3 interventions. Administrators will be responsible for monitoring the RtI process. Coaches will be responsible for assisting teachers with progress monitoring and the RtI process. The RtI team will meet monthly to review data and provide updates to interventions that are in place for Tier 2 students. Every four to six weeks RtI intervention meetings will be conducted to review the progress of Tier 2 and Tier 3 Interventions.

Title I funds will be utilized for 1 Pre- Kindergarten teacher, 1 Pre- Kindergarten paraprofessional, 1 instructional paraprofessional and all field trips. We also are providing family nights to provide a home-school connection.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Viveca Brown	Principal
Juanita Finley	Parent
Larinn Jackson	Education Support Employee
Marva Payne	Education Support Employee
John DeVoe	Business/Community
Anthony Johnson	Parent
Alland Johnson	Parent
Nadege Richards	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

Development of this school improvement plan

The SAC committee will assist with the review of the SIP, relevant data, identify problem areas, develop improvement strategies and monitor their implementation.

Preparation of the school's annual budget and plan

The SAC is also responsible for determining budget expenditures allocated to the SAC by the state. Bylaws are reviewed annually which describe SAC duties and activities as well as the procedures for elections and appointments. Additionally, the SAC involvement is to facilitate and foster communication and collaboration between our educational committees and groups, our community and families and business partners in support of the school improvement plan and mission. SAC shall provide on-

going
direction to the groups within and serve as the liaison of the school in reaching goals.

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

Student Planners were purchased - \$707.99

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
Brown, Viveca	Principal
Derby, Lani	Assistant Principal
richards, Nadege	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

This year the team will support teachers in developing Text Dependent Questions and provide strategies and support with helping students to respond using evidence from the text. The team will also coordinate Literacy Week this year. The structure for the extended hour is implemented and monitored with fidelity. Our lowest quartile students are receiving tier 2 and tier 3 interventions.

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

Resources are designed to ensure grade level and subject level collaborative planning with coaches twice a week and the classroom teachers are encouraged to plan together on the other two days of resources. A balance of activities for fun and work are incorporated into preplanning, faculty meetings and professional development.

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

Administration attended the Teacher Recruitment Fair. Administration interviewed a number of candidates to find the right teachers for our school. New teachers and new to our school teachers are assigned a mentor to acclimate them to the school. New teachers are enrolled in the MINT program. All teachers attend professional development in house and district-wide to meet their individual professional development plans.

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

The MINT program supports new teachers and meet with their mentors weekly. MINT supports activities such as:
mentor observation cycles where new teachers receive formative feedback and targeted coaching; new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices; PDF monthly MINT learning sessions that focus on identified areas of need; and collaborative learning groups provide additional layers of support and learning activities. New teachers and new to Duval County teachers participate in the MINT program for up to 3 years depending on certification requirements. The school based support team consists of an administrator, PDF, mentor and coach. The district MINT specialist provides additional support. Mentors are assigned carefully with effective and highly effective ratings from last year's evaluation, CET training, as well as, grade level/subject area and certification.

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

Through the direction of our administration and instructional coaches, grade levels have collaborative planning a minimum of once a week to make sure that instruction is aligned with the standards. Focus walks are utilized for noticings for improvement and/or use of model classrooms.

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

Data is provided to the teachers from the previous year. Students are identified by 1's and 2's to receive push in services from our Reading Interventionist. A list of all retainees as well as our 1's and 2's are provided to our school counselor to ensure that RtI packets have been started and monitored. A list of students on PMPs is also monitored by the school counselor. Excessive attendance and tardies is also monitored by the school counselor. Our VE teacher pushes in to classrooms to provide academic assistance with our ESE students.

Differentiation happens in each classroom as part of best practices and meeting the needs of each student.

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: 10,800

Alignment with District Initiative to improve reading proficiency. Differentiation of instruction based on student needs, with teacher-led small group interventions. Students will remain with present grade level, using grade level appropriate text. Reading Interventionist will perform pull-outs based on current student data. Coaches will monitor and model appropriate intervention strategies. Teachers will hold differentiated small group instruction based on current data and proven intervention strategies.

Strategy Rationale

District mandate for lowest 300 schools in the state to improve reading proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brown, Viveca, brownv5@duvalschools.org

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

Data will be collected through progress monitoring tools such as PMPs and RtI Interventions to determine the effectiveness of the differentiated small groups.

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

Strategies are in place for students to make the transition from early childhood programs. Instructional strategies such as differentiation of tasks allow students to work independently and/or in small group settings. Students are also assigned partners in the classroom. Students and their parents can participate in Books and Brunch during lunch time at specified times throughout the school year.

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.** Increase student engagement during the math lesson to support retention of math concepts.
- G2.** Reduce the number of discipline referrals.
- G3.** Students will respond to higher order questions and respond to science benchmark conclusion questions to increase comprehension.
- G4.** Students will become proficient at responding to text dependent questions to increase reading comprehension
- G5.** Students will write and reflect on their learning across all content areas to increase writing proficiency.

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. Increase student engagement during the math lesson to support retention of math concepts. 1a

G059451

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0

Resources Available to Support the Goal 2

- Mini-Lesson Engagement Form
- Educational Articles on Student Engagement

Targeted Barriers to Achieving the Goal 3

- Lack of teacher "withitness" during mini lesson

Plan to Monitor Progress Toward G1. 8

Students engagement increase during mini-lesson

Person Responsible

Renee Williams

Schedule

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

Evidence of Completion

Observation feedback

G2. Reduce the number of discipline referrals. 1a

G059452

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	5.0

Resources Available to Support the Goal 2

- Discipline Intervention Checklist
- Teacher Minor Offense Referral (Class I violations)

Targeted Barriers to Achieving the Goal 3

- Teachers implementing CHAMPs consistently

Plan to Monitor Progress Toward G2. 8

Discipline referrals written by teachers

Person Responsible

Viveca Brown

Schedule

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

Evidence of Completion

Discipline Referrals in Genesis

G3. Students will respond to higher order questions and respond to science benchmark conclusion questions to increase comprehension. 1a

G059453

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	
AMO Reading - All Students	51.0

Resources Available to Support the Goal 2

- District Specialist
- Science Level text readers

Targeted Barriers to Achieving the Goal 3

- Levels of expectations (rigor)

Plan to Monitor Progress Toward G3. 8

Lesson plans and test data

Person Responsible

Renee Williams

Schedule

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

Evidence of Completion

Lesson plans and test data

G4. Students will become proficient at responding to text dependent questions to increase reading comprehension **1a**

G059454

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	51.0

Resources Available to Support the Goal **2**

- Reading Coaches will conduct coaching cycles with teachers.

Targeted Barriers to Achieving the Goal **3**

- Levels of Expectations (rigor)

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

Effective delivery and implementation of text dependent responses

Person Responsible

Nadege richards

Schedule

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

Evidence of Completion

Checks for understanding assessments from teacher

G5. Students will write and reflect on their learning across all content areas to increase writing proficiency.

1a

G059455

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	51.0

Resources Available to Support the Goal 2

- 1. District Professional Development
- 2. Math Coach
- 3. District Level Specialist (Reading K-2)
- 4. . District Level Specialist (Reading 3-5)
- 5. District Level Specialist (Math)
- 6. . District Level Specialist (Science)
- 7. . Team-Up
- 8. . Interactive Journals
- 9. Reading Interventionist
- 10. Reading Coach

Targeted Barriers to Achieving the Goal 3

- 2. Levels of Expectations (rigor)

Plan to Monitor Progress Toward G5. 8

Student's effective interactive journal entries that shows student's understanding and thinking across the content areas.

Person Responsible

Nadege richards

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

Coaches notes and logs, Administrator feedback, Common planning minutes

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. Increase student engagement during the math lesson to support retention of math concepts. **1**

 G059451

G1.B1 Lack of teacher "withitness" during mini lesson **2**

 B151502

G1.B1.S1 Math Coach will model a mini lesson incorporating engagement strategies **4**

 S163365

Strategy Rationale

Best Practices

Action Step 1 **5**

Modeling Engagement

Person Responsible

Renee Williams

Schedule

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

Evidence of Completion

Engagement Mini-Lesson Form and Lesson Plans

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

The modeling of Engagement Mini-Lessons

Person Responsible

Renee Williams

Schedule

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

Evidence of Completion

Review coaching logs and lesson plans that show evidence of collaboration and implementation

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

Increase in student engagement during the modeling

Person Responsible

Renee Williams


Schedule

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

Evidence of Completion

Engagement Mini-Lesson Form


G2. Reduce the number of discipline referrals. 1

 G059452

G2.B1 Teachers implementing CHAMPs consistently 2

 B151504

G2.B1.S1 Teach CHAMPs 4

 S163367

Strategy Rationale

Best Practices

Action Step 1 5

Teachers will attend CHAMPs training

Person Responsible

Viveca Brown

Schedule

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

Evidence of Completion

focus walks

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

Classroom visits and focus walks

Person Responsible

Viveca Brown

Schedule

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

Evidence of Completion

Focus walk documentation; decrease in referrals

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

Administration will visit classrooms and monitor effectiveness of instruction

Person Responsible

Viveca Brown

Schedule

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


Evidence of Completion

Classroom visits and focus walk documentation

G3. Students will respond to higher order questions and respond to science benchmark conclusion questions to increase comprehension. 1

 G059453

G3.B2 Levels of expectations (rigor) 2

 B151507

G3.B2.S1 Differentiation of Instruction 4

 S163369

Strategy Rationale

Best Practices

Action Step 1 5

Lessons planning will occur during common planning with a focus on differentiation of instruction

Person Responsible

Renee Williams

Schedule

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

Evidence of Completion

Lesson plan will reflect differentiation of instruction

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

Implementation of differentiation of instruction

Person Responsible

Renee Williams

Schedule

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

Evidence of Completion

Feedback from school administrators

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

Effectiveness of differentiation of instruction

Person Responsible

Renee Williams

Schedule

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

Evidence of Completion

Feedback from school administrators


G4. Students will become proficient at responding to text dependent questions to increase reading comprehension **1**

 G059454

G4.B2 Levels of Expectations (rigor) **2**

 B151511

G4.B2.S1 Teachers will be provided extensive training on developing text dependent questions. **4**

 S163370

Strategy Rationale

Best Practices

Action Step 1 **5**

Developing text dependent questions

Person Responsible

Nadege richards

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

Student work in journals and classwork

Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Teacher questions and student answers to text

Person Responsible

Nadege richards

Schedule

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

Evidence of Completion

Student work

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Teacher implementation of text dependent questions and instruction on how to use the text to answer

Person Responsible

Nadege richards


Schedule

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


Evidence of Completion

Student work and teacher instruction

G5. Students will write and reflect on their learning across all content areas to increase writing proficiency. 1


 G059455

G5.B2 2.Levels of Expectations (rigor) 2

 B151515

G5.B2.S1 Provide teachers with guidance through common planning to ensure teachers are planning their lessons to include higher order questioning to invoke thoughtful writing across the content areas.

4

 S163372

Strategy Rationale

Best Practices

Action Step 1 5

To embed writing instruction through all content areas

Person Responsible

Nadege richards

Schedule

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

Evidence of Completion

Focus walks, lesson plans, data

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

Administration will monitor classrooms to ensure that writing across the content areas is being implemented

Person Responsible

Nadege richards

Schedule

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

Evidence of Completion

Data, writing responses, student work samples

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

Monitor and observe writing across the content areas for implementation

Person Responsible

Nadege richards

Schedule

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

Evidence of Completion

Data, portfolios, student work, lesson plans

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	Modeling Engagement	Williams, Renee	8/18/2014	Engagement Mini-Lesson Form and Lesson Plans	6/5/2015 daily
G2.B1.S1.A1	Teachers will attend CHAMPs training	Brown, Viveca	8/18/2014	focus walks	6/5/2015 daily
G3.B2.S1.A1	Lessons planning will occur during common planning with a focus on differentiation of instruction	Williams, Renee	8/18/2014	Lesson plan will reflect differentiation of instruction	6/5/2015 daily
G4.B2.S1.A1	Developing text dependent questions	richards, Nadege	8/11/2014	Student work in journals and classwork	6/5/2015 daily
G5.B2.S1.A1	To embed writing instruction through all content areas	richards, Nadege	8/18/2014	Focus walks, lesson plans, data	6/5/2015 daily
G1.MA1	Students engagement increase during mini-lesson	Williams, Renee	8/18/2014	Observation feedback	6/5/2015 daily

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	Increase in student engagement during the modeling	Williams, Renee	8/18/2014	Engagement Mini-Lesson Form	6/5/2015 daily
G1.B1.S1.MA1	The modeling of Engagement Mini-Lessons	Williams, Renee	8/18/2014	Review coaching logs and lesson plans that show evidence of collaboration and implementation	6/5/2015 daily
G2.MA1	Discipline referrals written by teachers	Brown, Viveca	8/18/2014	Discipline Referrals in Genesis	6/5/2015 daily
G2.B1.S1.MA1	Administration will visit classrooms and monitor effectiveness of instruction	Brown, Viveca	8/18/2014	Classroom visits and focus walk documentation	6/5/2015 daily
G2.B1.S1.MA1	Classroom visits and focus walks	Brown, Viveca	8/18/2014	Focus walk documentation; decrease in referrals	6/5/2015 daily
G3.MA1	Lesson plans and test data	Williams, Renee	8/18/2014	Lesson plans and test data	6/5/2015 daily
G3.B2.S1.MA1	Effectiveness of differentiation of instruction	Williams, Renee	8/18/2014	Feedback from school administrators	6/5/2015 daily
G3.B2.S1.MA1	Implementation of differentiation of instruction	Williams, Renee	8/18/2014	Feedback from school administrators	6/5/2015 daily
G4.MA1	Effective delivery and implementation of text dependent responses	richards, Nadege	8/18/2014	Checks for understanding assessments from teacher	6/5/2015 daily
G4.B2.S1.MA1	Teacher implementation of text dependent questions and instruction on how to use the text to answer	richards, Nadege	8/18/2014	Student work and teacher instruction	6/5/2015 daily
G4.B2.S1.MA1	Teacher questions and student answers to text	richards, Nadege	8/18/2014	Student work	6/5/2015 daily
G5.MA1	Student's effective interactive journal entries that shows student's understanding and thinking across the content areas.	richards, Nadege	8/11/2014	Coaches notes and logs, Administrator feedback, Common planning minutes	6/5/2015 daily
G5.B2.S1.MA1	Monitor and observe writing across the content areas for implementation	richards, Nadege	8/18/2014	Data, portfolios, student work, lesson plans	6/5/2015 daily
G5.B2.S1.MA1	Administration will monitor classrooms to ensure that writing across the content areas is being implemented	richards, Nadege	8/18/2014	Data, writing responses, student work samples	6/5/2015 daily

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. Increase student engagement during the math lesson to support retention of math concepts.

G1.B1 Lack of teacher "withitness" during mini lesson

G1.B1.S1 Math Coach will model a mini lesson incorporating engagement strategies

PD Opportunity 1

Modeling Engagement

Facilitator

Math Coach

Participants

K-5 Math Teachers

Schedule

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

G2. Reduce the number of discipline referrals.

G2.B1 Teachers implementing CHAMPs consistently

G2.B1.S1 Teach CHAMPs

PD Opportunity 1

Teachers will attend CHAMPs training

Facilitator

District staff

Participants

teachers

Schedule

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

G3. Students will respond to higher order questions and respond to science benchmark conclusion questions to increase comprehension.

G3.B2 Levels of expectations (rigor)

G3.B2.S1 Differentiation of Instruction

PD Opportunity 1

Lessons planning will occur during common planning with a focus on differentiation of instruction

Facilitator

Williams, Renee

Participants

all teachers

Schedule

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

G4. Students will become proficient at responding to text dependent questions to increase reading comprehension

G4.B2 Levels of Expectations (rigor)

G4.B2.S1 Teachers will be provided extensive training on developing text dependent questions.

PD Opportunity 1

Developing text dependent questions

Facilitator

Mrs. Richards

Participants

all teachers

Schedule

Daily, from 8/11/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0