

Duval County Public Schools

# Andrew A. Robinson Elementary School



2015-16 School Improvement Plan

## Andrew A. Robinson Elementary School

101 W 12TH ST, Jacksonville, FL 32206

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

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	81%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	F	F	D

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	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

At Andrew Robinson Elementary our mission is to foster a community working together where learning takes priority and students thrive for high achievement in the STEM model.

Focus: At Andrew Robinson our priority is to develop independent thinkers and learners.

Our School Goals are to:

1. create a safe and civil environment,
2. use data to drive instruction, and
3. actively participate in job-embedded professional development.

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

At Andrew Robinson Elementary our vision is for all children to become lifelong learners, motivated to reach their goals and inspired to fulfill their dreams.

#### School Environment

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

Andrew Robinson hosts a variety of field experiences for students and opportunities for parents to engage in the educational activities that build the home-school connection. We provide experiences that foster positive interactions between stakeholders and the surrounding community. Parent and student survey data is used to help keep a pulse on the climate and culture at the school. At Robinson, we engage stakeholders in collaborative conversations using the Atlas protocol (created by NSRF) to ensure a deeper understanding of the data. During this process, we identify the facts by asking what does the data say. We seek causation or roots causes by addressing what the data suggest. Finally we determine next steps by identifying our implications for practice. During this phase we clearly define what it looks like, feels like, and sounds like in the school. Through observation and feedback we monitor the implementation of the next steps.

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

Andrew Robinson utilizes the Safe School Plan to clearly define expectations for civility and order in the building. The primary purpose is to provide a safe and secure environment for stakeholders in the educational setting. The plan is implemented and reviewed frequently by the Foundations/PBIS Team to refine school-wide rituals and routines to meet the needs of the school. Throughout the year, several drills (fire, code red, weather, evacuation, etc...) are executed to ensure faculty, staff and students know what to do in case of an emergency. See the school's Safety Plan for more information.

##### 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

One of the school's goals is to create a safe and civil learning environment. An integral part of that goal was to create a positive behavior management system that specifically defines expectations for



discipline, classroom management of student behavior, and incentives and awards. At Andrew Robinson we have created and are implementing a school-wide discipline plan with the primary focus to decrease the number of referrals and suspensions throughout the year. A key part of the plan is implementing HERO. Hero is a program with the purpose of providing incentives for positive interactions and behaviors in school. Teachers implement and carry out the plan while administrations and the behavior interventionist monitor and follow-up. Throughout the year, students will participate in monthly school assemblies to review adherence to disciplinary policies and procedures. The school has dedicated time embedded in the master schedules to teach social skills using the Second Step curriculum.

**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**

Andrew Robinson is a full service school that provides a broad range of services addressing the needs of all students. Social Skill lessons are implemented in the classroom daily. Additionally, students participate in bi-weekly guidance lessons with the sole purpose of building self-esteem, fostering positive attitudes and behaviors, and creating appropriate interactions among peers at school and in the community.

**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**

At Andrew Robinson, we work as a collaborative team to address concerns that may prevent students from reaching their true potential and experiencing academic success. The early warning indicators that we address, but are not limited to:

1. Truancy - Attendance tracking and contracts for students flagged by truancy. Monthly AIT Meetings (Attendance Intervention Team)
2. Discipline - Disciplinary tracking of referrals, OSS, and ISS. Significant concerns addressed during monthly RtI Problem-Solving Team meetings.
3. Promotion/Retention Course Failure in Language/Math - Quarterly retention/prevention meetings and significant concerns addressed during monthly RtI Problem-Solving Team meetings.
4. Data Chats - Quarterly data chats, data trackers implemented to monitor the progress of the students, small group for BQ students using full and part-time interventionist

**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	13	6	4	5	4	4	36
One or more suspensions	22	70	50	144	114	87	487
Course failure in ELA or Math	11	6	4	1	2	0	24
Level 1 on statewide assessment	0	0	0	18	65	28	111

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	25	50	29	103	75	53	335

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

Intervention strategies employed by the school to improve academic performance include:

1. Response To Intervention (RTI),
2. Attendance Intervention Team (AIT),
3. Behavior Interventionist Support
4. Multi-disciplinary Referral Team (MRT) recommendations for psycho-educational evaluations
5. Reading Extended Hour
6. Full-Service School Support
7. Full and Part-time Interventionist Support in Reading and Math
8. Push-In Support (Twice a week from the Resource Teachers and Administration)

### **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/181514>.

#### **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**

Andrew Robinson host a variety events throughout the year to build positive relationships with families and the community. Ready to Learn is one of the monthly parent workshops co-hosted with PBS to help increase literacy skills in young learners. Additionally, parents are encouraged to participate in the district's Parent Academy. Advertisements for the appear on the parent information board in the main lobby of the school and a link on the website. Workshop flyers go home in the Tuesday communication folder. The school participates in the Million Father March to provide opportunities for fathers or important male figures to bond with their children on the first day and sign them up to participate in future volunteer experiences throughout the year. Quarterly student achievement assemblies and monthly student of the month celebrations provides opportunities for families to participate in recognizing student success. Additionally, the school's Real Men Wear P.I.N.K. (Participating in Nurturing Knowledge) is a mentoring program for male students who have absent fathers at home.

### **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:

Name	Title
Fann, Latrese	Principal
Foxworth, Raquel	Assistant Principal
Baker-Allen, Alicia	Instructional Coach
McDaniel, Gabriel	Guidance Counselor
Cummings, Tyra	Dean
Stanley, Kim	Instructional Coach

### Duties

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

The members of the the leadership team are responsible for carrying out the mission and vision of the school. The team meets weekly to review student achievement data, curriculum map, analyze student work, align instructional resources and standards, conduct observations and provide feedback. The school-based leadership team helps in the development of strategies used to help minimize the barriers listed in the SIP. The leadership team works collaboratively in progress monitoring student performance and determining next steps in advancing academic achievement. Additionally, the team uses data to determine topics for professional growth and facilitate the trainings.

#### ***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***

Leadership in collaboration with school committees work to meet the needs of the students and increase academic success. Each committee has a specific purpose and meets monthly with teachers from each grade level and an administrator.

1. Leadership Team - Administrators, Coaches, Guidance, Interventionist
2. Rtl Problem-Solving Team - Guidance, Teachers, VE Teachers, Administrator, Interventionist - It meets minimum once per month to discuss the implementation of the Rtl process at the school. The team analyzes the scheduling, materials, and progress monitoring process of Rtl for the school. The team develops and revises the school Rtl handbook for teachers to use to better understand the various tiers of instruction as well as the appropriate way to collect data and monitor the progress of the students. The Rtl problem solving team to provide professional development for teachers regarding the fidelity of the implantation of Rtl. Progress monitoring forms and frequency charts are developed through the MTSS leadership team as well as Rtl implementation plans.
3. Foundations/PBIS Team - Administrators, Coaches, Guidance, Interventionist, Teachers - Review and Revise the Safe Schools Plan and the PBIS Plan
4. Shared Decision Making Team - Administrators, Coaches, Guidance, Interventionist, Teachers, DTU Rep. - Provide input for budget and help make school-based decisions according to the contract
5. School Spirit Team - Administrators, Coaches, Guidance, Interventionist, Teachers - Create a Positive school environment among faculty & staff
6. STEAM/Healthy School Team - Administrators, Coaches, Guidance, Interventionist, Teachers - implementation of the magnet program and the integration of technology; also responsible for the school's wellness program which is a part of the magnet theme

1. Title I, Part A - Funds used to provide field experiences for students in the areas of Math, Science, Engineering, Technology, and the Arts, upgrades in technology, and professional development for teachers
2. SAI - Services provided to ensure students requiring additional remediation receive additional instructional support during the school day by part-time tutors.
3. Nutrition Programs - The school participates in the CEO universal meal program which provides free breakfast and lunch to all students who attend the school.
4. Violence Prevention Programs - The Second Step Bully Prevention program is the required character education program implemented in the district. Social skills training is provided to those who struggle with appropriately interacting with others.
5. Title X Homeless - Homeless students living in our attendance area qualify for Title I services offered at the school. Services include the meals program and the opportunity to enroll in the Team Up afterschool program.

### **School Advisory Council (SAC)**

#### **Membership:**

<b>Name</b>	<b>Stakeholder Group</b>
Latrese Fann	Principal
Geneatta White	Parent
Annette Ayars	Business/Community
Raquel Foxworth	Education Support Employee
Gail Thompson	Business/Community
Contina Henry	Parent
Conchita Robinson	Business/Community
Jay Higbee	Business/Community
Susan Rogers	Business/Community
Yvette Ward	Business/Community

#### **Duties**

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

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

SAC played an integral part in providing input during the review of the school improvement and parental involvement plans. The draft of the plan was presented in the form of a short sheet created by administration. Based on recommendations from the committee revisions were made and the plan was approved. Approval is documented in the minutes from the meeting.

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

This year the SIP short sheet was presented at the second SAC meeting of the year. During the review questions and concerns about the steady decline in scores over four consecutive years was addressed. The committee reviewed elements of the plan and provided feedback about things to include that would eliminate ineffective past practices. Committee members expressed concerns about teacher attrition and student behavior which greatly impacted student performance. The QEA initiative was discussed to address concerns about teacher turnover.

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

Input and approval of the 2015-2016 school budget occurred in the spring. The floor was open for suggestions or questions concerning expenditures budget. The committee was in agreement for the purchase of interventionist to support student achievement. The budget was approved by the committee.

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

\$500 - will pay for student incentives and awards.

\$500 - will pay for the end of the year reading celebration.

***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*

Andrew Robinson is in compliance.

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Baker-Allen, Alicia	Instructional Coach
Gibson, Nicola	Other
Foxworth, Raquel	Assistant Principal
Phillips, Anna	Teacher, K-12
Fann, Latrese	Principal
McDaniel, Gabriel	Guidance Counselor
Cummings, Tyra	Dean
Stanley, Kim	Instructional Coach
Reddick, Monica	Teacher, K-12
Levesque, Erica	Teacher, ESE

**Duties**

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

The HLC (Heart of Literacy Cycle).

Developing model/demonstration classrooms

Leading and supporting PLCs and Study Groups

Create and sharing school-wide initiatives and activities such as Ready to Learn, 25 Book Campaign, family literacy nights, end of the year reading celebration, district pep rally for reading, and Literacy Week.

**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**

1. Monthly PLCs (professional learning communities)
2. Weekly Common Grade Level Planning
3. Establish community agreements to establish expectations for professional behaviors
4. Use of collaborative strategies during PLCs and professional learning opportunities.
5. ERD Team Building Engineering Challenges (support the magnet team)
6. Monthly Birthday Celebration
7. Faculty & Staff Holiday Celebrations
8. Spirit Buddies
9. Teacher Treasure Box
10. Blast-Outs

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

Provide professional development opportunities for teachers based on district teacher evaluation results. Look for trends in needs for improvement and offer sessions to help teachers develop skills necessary to become highly effective.

Utilize school-based and district instructional coaches to support teachers weekly during the collaborative planning periods to improve teaching practices in the classroom that increase student achievement.

Provide opportunities for teachers to participate in school-based decision making through collaborative teams designed to create a collaborative work environment.

Provide teacher bonuses through the QEA initiative for those who meet or exceed student growth goals

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

The mentoring program at Andrew Robinson provides a system of support for novice teachers. Each of the mentor teachers are CET trained and highly qualified. Mentors have been paired with teachers in like content areas (Ex. ESE Site Coach is partnered with the EBD teacher). Mentors assist with lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents. Additionally, mentor teachers are excellent in the areas of classroom management and are school leaders (grade level chairs, in leadership programs, committee chairpersons). Monthly novice teachers meet as a learning community to address areas in need of assistance.

## **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***

Core instructional programs are aligned with the state standards and mapped in the district's curriculum guides. During collaborative planning sessions teachers use the item specifications to unpack the standards and develop a deeper understanding of the content. Teachers then align instructional resources to design lessons and create performance tasks that meet the level of rigor in the standards. As a professional learning community we frequently conduct classroom walk-throughs and observations based on the pillars of instruction. We analyze student work and assessment data to make instructional decisions and determine flexible groupings to meet the needs of the students.

#### **Instructional Strategies**



***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Differentiation occurs in a variety of ways. Analysis of student performance data determines student groupings based on need. Groupings include, but are not limited to, ability, bottom quartile, bubble, and enrichment. Research-based grade level specific materials are used to scaffold support for the level of learners in the groups. Work samples and data are progress monitored to ensure increases in student performance.

***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:** 9,900

Andrew Robinson is designated as Lowest 300 elementary school. Students receive extra support in reading for an hour at the end of each day. Teachers provide rigorous instruction and extend learning opportunities to increase and improve student achievement in reading utilizing various research-based instructional materials (FCRR activities, SRA Corrective Reading, SRA Decoding, Making Words, iReady Reading, and Achieve 3000).

#### ***Strategy Rationale***

The purpose is to increase reading proficiency by providing Tier 2 support for students.

#### ***Strategy Purpose(s)***

- Enrichment

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

Fann, Latrese, fannl@duvalschools.org

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

Data is collected and analyzed through formal and informal assessments. District CGA results help teachers plan next steps for instruction. Class data trackers are used to monitor the progress of all students. Quartely data chats occur with administration to ensure student growth and performance.

### **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 Andrew Robinson consists of neighborhood children. In preparation for kindergarten, the Pre-K program is designed to ensure students meet or exceed VPK state standards. Prek has curriculum guides or maps that address reading, writing, and math standards. The program integrates social studies and science throughout the curriculum. In addition, Pre-K teachers follow school expectations for discipline as outlined in the school-wide plan. Implementation of the CHAMPs rituals and routines are an integral part of the PreK program. There is also a VPK Parent Open House held where families are invited to see learning during the school day and learn

more about the program before enrollment.

Transition to Kindergarten bags are provided to each family to ensure families have reading, math, and writing materials to work with students during the summer to prevent summer loss.

Within the first 45 days of enrollment, kindergarten students are given FLKRS for kindergarten readiness. These results are used to group students for differentiation using strategies for immediate intensive intervention.

Annually the Fifth grade students are invited to participate in the "Transition to Middle School Day" at Matthew Gilbert Middle School. Students are given the opportunity to experience the middle school environment by shadowing students and partaking in various extra curricular activities that will be offered to them. (ie. Sports, Physical Education, After School Clubs, Student Government, etc.)

### 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*

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we provide differentiated instruction based on data then student proficiency levels will increase across the core content areas.
- G2.** If teachers actively participate in job embedded professional development then instructional practice in the classroom will improve which will increase student performance in the core content areas.

## 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.** If we provide differentiated instruction based on data then student proficiency levels will increase across the core content areas. 1a

G071715

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
FSA English Language Arts - Achievement	40.0
ELA/Reading Lowest 25% Gains	80.0
FSA Mathematics - Achievement	45.0
Math Gains	70.0
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	44.0

**Resources Available to Support the Goal** 2

- 1. District specialists 2. School Based Coaches 3. Reading Interventionists (K-2 and 4-5) 4. Research Based Supplemental Materials (Barton Spelling, LLI, iReady Teacher Toolbox, Literacy by Design) 5. Technology (Achieve 3000, iReady, Student Island, All in Learning response Systems) 6. Parent Workshops 7. Instructional Common Planning Periods 8. Job Embedded Professional Development 9. Extended School Day (Additional Reading Hour) 10. Differentiated Center Rotations (Reading & Math) 11. Resource Teachers - Push-In support

**Targeted Barriers to Achieving the Goal** 3

- Students performing significantly below grade level across all content areas.

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

Data from blended learning programs, grade level and district common assessments will be used to determine growth in areas in need of improvement.

**Person Responsible**

Latrese Fann

**Schedule**

Monthly, from 9/14/2015 to 6/3/2016

**Evidence of Completion**

Weekly Data Reports (Blended Learning Programs - iReady Reading and Math, Achieve 3000) Mid-Module Assessments, End of Module Assessments, and FSA results.

**G2.** If teachers actively participate in job embedded professional development then instructional practice in the classroom will improve which will increase student performance in the core content areas. 1a

 G071716

### Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	98.0

### Resources Available to Support the Goal 2

- 1. District Specialist Support 2. School-based Coaching Support 3. Book Studies - Professional Literature 4. Common Planning Periods with Support from Instructional Staff and Administration 5. ERD Professional Development 6. Voluntary PD Offerings

### Targeted Barriers to Achieving the Goal 3

- Lack of pedagogy and content knowledge.

### Plan to Monitor Progress Toward G2. 8

Teacher practice impacts student performance. Student achievement data from various sources will be used to determine progress towards learning goals.

#### Person Responsible

Latrese Fann

#### Schedule

Quarterly, from 9/14/2015 to 4/29/2016

#### Evidence of Completion

Weekly Data Reports (Mid-Module and End of Module Assessment Data; Blended Learning Program Data)

## 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.** If we provide differentiated instruction based on data then student proficiency levels will increase across the core content areas. **1**

 **G071715**

**G1.B1** Students performing significantly below grade level across all content areas. **2**

 **B186973**

**G1.B1.S1** Teachers will implement Duval Reads and Duval Math with fidelity. **4**

 **S198392**

### Strategy Rationale

The curriculum was designed to meet the expectations of the new Florida MAFS and LAFS standards and correlates to the state assessment.

### Action Step 1 **5**

Teachers will participate in weekly common planning periods to unpack lessons and prepare for effective instructional delivery in the classroom.

### Person Responsible

Alicia Baker-Allen

### Schedule

Monthly, from 8/31/2015 to 5/20/2016

### Evidence of Completion

DCPS Common Planning Agenda, Sign-In Sheets, Artifacts (anchor charts, vocabulary words for the word wall, common assessments, and aligned tasks) generated to use as instructional tools in the classroom.

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

Administration attend common planning sessions to provide support for teachers and coaches.

**Person Responsible**

Latrese Fann

**Schedule**

Weekly, from 9/14/2015 to 5/20/2016

**Evidence of Completion**

DCPS Common Planning Template Sign-In Sheets

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

CAST evaluations will be used to monitor the effectiveness of the implementation. formal and informal observations will be conducted and next steps in instruction will be provided.

**Person Responsible**

Latrese Fann

**Schedule**

Quarterly, from 9/14/2015 to 5/20/2016

**Evidence of Completion**

CAST Evaluations

**G1.B1.S2** Reading interventionists, coaches, and resource teachers will provide Tier II instruction to meet the needs of the lowest quartile and bubble students. 4

 S198393

### Strategy Rationale

Support staff (not assigned a homeroom) will provide skills-based instruction to decrease deficiencies or gaps in learning.

### Action Step 1 5

Support staff will be strategically scheduled to provide an additional layer of instruction in small group to address skill deficits or gaps in learning of the students.

#### Person Responsible

Latrese Fann

#### Schedule

Weekly, from 9/14/2015 to 5/20/2016

#### Evidence of Completion

Interventionist and Coaches Small Group Schedules Resource Schedule Baseline Data (shows students selected)

### Action Step 2 5

Support staff will plan and implement intervention lessons based on student data.

#### Person Responsible

Latrese Fann

#### Schedule

Weekly, from 9/14/2015 to 5/20/2016

#### Evidence of Completion

Intervention Logs Data Trackers

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

Weekly meetings with the interventionists, coaches, and administrators will be conducted to monitor the fidelity of implementation. Adjustments will be made based on feedback from support staff and teachers.

**Person Responsible**

Latrese Fann

**Schedule**

On 5/27/2016

***Evidence of Completion***

Weekly Meeting Agendas and Minutes

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

Administration will conduct weekly reviews of the data to monitor the effectiveness of the support. Data reports will be sent weekly to show student progress on required blended learning programs.

**Person Responsible**

Latrese Fann

**Schedule**

Weekly, from 9/14/2015 to 6/3/2016

***Evidence of Completion***

Blended Learning Data Reports Common Grade Level Assessments Intervention Data Logs

**G1.B1.S3** Teachers will analyze, interpret, and utilize data to meet the needs of students during differentiated, small group instruction in Reading and Math. 4

 S198394

### Strategy Rationale

Differentiated small group instruction ensures that all students' learning styles, interests and abilities are addressed.

### Action Step 1 5

Teachers will meet weekly in common planning to disaggregate data from various sources to make instructional decisions that meet the needs of the students.

#### Person Responsible

Kim Stanley

#### Schedule

Monthly, from 8/31/2015 to 5/20/2016

#### Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes PD Agendas and Sign-In Sheets

### Action Step 2 5

Teachers will develop differentiated lessons and center activities based on formal and informal data to meet the needs of all students using the DCPS instructional framework.

#### Person Responsible

Alicia Baker-Allen

#### Schedule

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

#### Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes



### Action Step 3 **5**

Teachers will effectively implement differentiated lessons and centers that scaffold support to meet the needs of all students using the DCPS instructional framework.

#### **Person Responsible**

Latrese Fann

#### **Schedule**

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

#### **Evidence of Completion**

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes CAST  
Observations

### Plan to Monitor Fidelity of Implementation of G1.B1.S3 **6**

Classroom observations, focus walks, instructional rounds, and data chats are systems used to monitor the implementation of school initiatives. Student performance will determine the effectiveness of the program

#### **Person Responsible**

Latrese Fann

#### **Schedule**

Monthly, from 9/14/2015 to 5/20/2016

#### **Evidence of Completion**

\*Common Planning Time Meeting Minutes \*Lesson Plans \*Student Work Samples/  
Performance Tasks \*Anecdotal Notes \*Data Notebooks CAST Observations

### Plan to Monitor Effectiveness of Implementation of G1.B1.S3 **7**

Student performance data will be used to determine progress towards academic learning goals.

#### **Person Responsible**

Latrese Fann

#### **Schedule**

Monthly, from 8/26/2015 to 6/3/2016

#### **Evidence of Completion**

Blended Learning Program Data Mid and End of Module Assessments

**G2.** If teachers actively participate in job embedded professional development then instructional practice in the classroom will improve which will increase student performance in the core content areas. 1

 G071716

**G2.B1** Lack of pedagogy and content knowledge. 2

 B186974

**G2.B1.S1** Teachers will participate in lesson studies to develop a deeper understanding of the content and implement best practices during the delivery of instruction in the classroom. 4

 S198395

### **Strategy Rationale**

Lesson studies provides opportunities for teachers to participate in a cycle of planning, implementing, reflecting, and revising for improvement.

### **Action Step 1** 5

Administrators and school-based will create a professional development plan that address the needs of the teachers based on classroom observations.

#### **Person Responsible**

Latrese Fann

#### **Schedule**

Weekly, from 9/14/2015 to 5/20/2016

#### **Evidence of Completion**

Professional Development Plan

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

Teacher reflections, agendas, sign-in sheets, and weekly updates in leadership team meetings will be used to monitor the fidelity of implementation.

#### **Person Responsible**

Latrese Fann

#### **Schedule**

Quarterly, from 9/9/2015 to 5/20/2016

#### **Evidence of Completion**

Professional Development Plan PD Agendas Sign-In Sheets Teacher Reflections Artifacts from the Lesson Study

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

CAST formal and informal observations will be used to measure improvements in teacher practice.

**Person Responsible**

Latrese Fann

**Schedule**

On 4/29/2016

**Evidence of Completion**

CAST Observations a Teacher Rubrics

**G2.B1.S2** Teachers will participate in professional learning opportunities that deepen content knowledge and understanding of the standards 4

 S198396

**Strategy Rationale**

Professional development provides opportunities for teachers to grow as learners and deepen their understanding of the expectations in the core content areas.

**Action Step 1** 5

Teachers will actively participate in Professional Learning Communities where teachers work collaboratively together to analyze and improve instructional practice in the classroom. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning.

**Person Responsible**

Latrese Fann

**Schedule**

Monthly, from 8/31/2015 to 5/20/2016

**Evidence of Completion**

PD Agendas Sign-in Sheets Teacher Reflections Classroom Observation Feedback

## Action Step 2 5

Teachers will actively participate in Focus Fridays as a collaborative team to plan explicit lesson and create performance task and assessments using the Understanding by Design process.

### **Person Responsible**

Kim Stanley

### **Schedule**

Quarterly, from 9/11/2015 to 5/20/2016

### **Evidence of Completion**

District Common Planning Template Sign-In Sheets

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

Documentation from professional development will be used to monitor implementation with fidelity.

### **Person Responsible**

Latrese Fann

### **Schedule**

Monthly, from 9/9/2015 to 5/20/2016

### **Evidence of Completion**

PD Agendas Sign-In Sheets Master Plan Point Paperwork Teacher Reflections

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

Formal teacher evaluations will be used to determine the effectiveness of professional development.

### **Person Responsible**

Latrese Fann

### **Schedule**

Monthly, from 9/14/2015 to 4/29/2016

### **Evidence of Completion**

CAST Observation Next Steps and Ratings

## Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will participate in weekly common planning periods to unpack lessons and prepare for effective instructional delivery in the classroom.	Baker-Allen, Alicia	8/31/2015	DCPS Common Planning Agenda, Sign-In Sheets, Artifacts (anchor charts, vocabulary words for the word wall, common assessments, and aligned tasks) generated to use as instructional tools in the classroom.	5/20/2016 monthly
G1.B1.S2.A1	Support staff will be strategically scheduled to provide an additional layer of instruction in small group to address skill deficits or gaps in learning of the students.	Fann, Latrese	9/14/2015	Interventionist and Coaches Small Group Schedules Resource Schedule Baseline Data (shows students selected)	5/20/2016 weekly
G1.B1.S3.A1	Teachers will meet weekly in common planning to disaggregate data from various sources to make instructional decisions that meet the needs of the students.	Stanley, Kim	8/31/2015	Lesson Plans Student Work Samples/ Performance Tasks Anecdotal notes PD Agendas and Sign-In Sheets	5/20/2016 monthly
G2.B1.S1.A1	Administrators and school-based will create a professional development plan that address the needs of the teachers based on classroom observations.	Fann, Latrese	9/14/2015	Professional Development Plan	5/20/2016 weekly
G2.B1.S2.A1	Teachers will actively participate in Professional Learning Communities where teachers work collaboratively together to analyze and improve instructional practice in the classroom. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning.	Fann, Latrese	8/31/2015	PD Agendas Sign-in Sheets Teacher Reflections Classroom Observation Feedback	5/20/2016 monthly
G1.B1.S2.A2	Support staff will plan and implement intervention lessons based on student data.	Fann, Latrese	9/14/2015	Intervention Logs Data Trackers	5/20/2016 weekly
G1.B1.S3.A2	Teachers will develop differentiated lessons and center activities based on formal and informal data to meet the needs of all students using the DCPS instructional framework.	Baker-Allen, Alicia	8/18/2014	Lesson Plans Student Work Samples/ Performance Tasks Anecdotal notes	6/5/2015 weekly
G2.B1.S2.A2	Teachers will actively participate in Focus Fridays as a collaborative team to plan explicit lesson and create performance task and assessments using the Understanding by Design process.	Stanley, Kim	9/11/2015	District Common Planning Template Sign-In Sheets	5/20/2016 quarterly
G1.B1.S3.A3	Teachers will effectively implement differentiated lessons and centers that scaffold support to meet the needs of all students using the DCPS instructional framework.	Fann, Latrese	8/18/2014	Lesson Plans Student Work Samples/ Performance Tasks Anecdotal notes CAST Observations	6/5/2015 weekly
G1.MA1	Data from blended learning programs, grade level and district common assessments will be used to determine growth in areas in need of improvement.	Fann, Latrese	9/14/2015	Weekly Data Reports (Blended Learning Programs - iReady Reading and Math, Achieve 3000) Mid-Module Assessments, End of Module Assessments, and FSA results.	6/3/2016 monthly
G1.B1.S1.MA1	CAST evaluations will be used to monitor the effectiveness of the implementation. formal and informal observations will be conducted and next steps in instruction will be provided.	Fann, Latrese	9/14/2015	CAST Evaluations	5/20/2016 quarterly
G1.B1.S1.MA1	Administration attend common planning sessions to provide support for teachers and coaches.	Fann, Latrese	9/14/2015	DCPS Common Planning Template Sign-In Sheets	5/20/2016 weekly
G1.B1.S2.MA1	Administration will conduct weekly reviews of the data to monitor the effectiveness of the support. Data	Fann, Latrese	9/14/2015	Blended Learning Data Reports Common Grade Level Assessments Intervention Data Logs	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	reports will be sent weekly to show student progress on required blended learning programs.				
G1.B1.S2.MA1	Weekly meetings with the interventionists, coaches, and administrators will be conducted to monitor the fidelity of implementation. Adjustments will be made based on feedback from support staff and teachers.	Fann, Latrese	9/14/2015	Weekly Meeting Agendas and Minutes	5/27/2016 one-time
G1.B1.S3.MA1	Student performance data will be used to determine progress towards academic learning goals.	Fann, Latrese	8/26/2015	Blended Learning Program Data Mid and End of Module Assessments	6/3/2016 monthly
G1.B1.S3.MA1	Classroom observations, focus walks, instructional rounds, and data chats are systems used to monitor the implementation of school initiatives. Student performance will determine the effectiveness of the program	Fann, Latrese	9/14/2015	*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes *Data Notebooks CAST Observations	5/20/2016 monthly
G2.MA1	Teacher practice impacts student performance. Student achievement data from various sources will be used to determine progress towards learning goals.	Fann, Latrese	9/14/2015	Weekly Data Reports (Mid-Module and End of Module Assessment Data; Blended Learning Program Data)	4/29/2016 quarterly
G2.B1.S1.MA1	CAST formal and informal observations will be used to measure improvements in teacher practice.	Fann, Latrese	9/14/2015	CAST Observations a Teacher Rubrics	4/29/2016 one-time
G2.B1.S1.MA1	Teacher reflections, agendas, sign-in sheets, and weekly updates in leadership team meetings will be used to monitor the fidelity of implementation.	Fann, Latrese	9/9/2015	Professional Development Plan PD Agendas Sign-In Sheets Teacher Reflections Artifacts from the Lesson Study	5/20/2016 quarterly
G2.B1.S2.MA1	Formal teacher evaluations will be used to determine the effectiveness of professional development.	Fann, Latrese	9/14/2015	CAST Observation Next Steps and Ratings	4/29/2016 monthly
G2.B1.S2.MA1	Documentation from professional development will be used to monitor implementation with fidelity.	Fann, Latrese	9/9/2015	PD Agendas Sign-In Sheets Master Plan Point Paperwork Teacher Reflections	5/20/2016 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.** If we provide differentiated instruction based on data then student proficiency levels will increase across the core content areas.

**G1.B1** Students performing significantly below grade level across all content areas.

**G1.B1.S1** Teachers will implement Duval Reads and Duval Math with fidelity.

### PD Opportunity 1

Teachers will participate in weekly common planning periods to unpack lessons and prepare for effective instructional delivery in the classroom.

#### Facilitator

Administration, Instructional Coaches, District Specialist, and Teacher Leaders

#### Participants

Teachers

#### Schedule

Monthly, from 8/31/2015 to 5/20/2016

**G1.B1.S3** Teachers will analyze, interpret, and utilize data to meet the needs of students during differentiated, small group instruction in Reading and Math.

### PD Opportunity 1

Teachers will meet weekly in common planning to disaggregate data from various sources to make instructional decisions that meet the needs of the students.

#### Facilitator

Administration, Instructional Coaches, District Specialist.

#### Participants

Teachers

#### Schedule

Monthly, from 8/31/2015 to 5/20/2016

## PD Opportunity 2

Teachers will develop differentiated lessons and center activities based on formal and informal data to meet the needs of all students using the DCPS instructional framework.

### Facilitator

Administration, Instructional Coaches, District Specialist.

### Participants

Teachers

### Schedule

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

**G2.** If teachers actively participate in job embedded professional development then instructional practice in the classroom will improve which will increase student performance in the core content areas.

**G2.B1** Lack of pedagogy and content knowledge.

**G2.B1.S1** Teachers will participate in lesson studies to develop a deeper understanding of the content and implement best practices during the delivery of instruction in the classroom.

## PD Opportunity 1

Administrators and school-based will create a professional development plan that address the needs of the teachers based on classroom observations.

### Facilitator

Kim Stanley Alicia Baker-Allen Latrese Fann Raquel Foxworth

### Participants

Teachers

### Schedule

Weekly, from 9/14/2015 to 5/20/2016



**G2.B1.S2** Teachers will participate in professional learning opportunities that deepen content knowledge and understanding of the standards

### **PD Opportunity 1**

Teachers will actively participate in Professional Learning Communities where teachers work collaboratively together to analyze and improve instructional practice in the classroom. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning.

#### **Facilitator**

Latrese Fann Raquel Foxworth Alicia Baker-Allen Kim Stanley

#### **Participants**

Teachers, Coaches, and Administrators

#### **Schedule**

Monthly, from 8/31/2015 to 5/20/2016

### **PD Opportunity 2**

Teachers will actively participate in Focus Fridays as a collaborative team to plan explicit lesson and create performance task and assessments using the Understanding by Design process.

#### **Facilitator**

Kim Stanley Alicia Baker-Allen

#### **Participants**

Coaches, Teachers, and Administrators

#### **Schedule**

Quarterly, from 9/11/2015 to 5/20/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Teachers will participate in weekly common planning periods to unpack lessons and prepare for effective instructional delivery in the classroom.				\$0.00
2	G1.B1.S2.A1	Support staff will be strategically scheduled to provide an additional layer of instruction in small group to address skill deficits or gaps in learning of the students.				\$147,644.33
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2621 - Andrew A. Robinson Elementary School			\$147,644.33
			Notes: Reading Interventionist Salary and Benefits Additional Math Teacher Salary, Benefits, and Subs Additional Science Teacher Salary, Benefits, and Subs			
3	G1.B1.S2.A2	Support staff will plan and implement intervention lessons based on student data.				\$0.00
4	G1.B1.S3.A1	Teachers will meet weekly in common planning to disaggregate data from various sources to make instructional decisions that meet the needs of the students.				\$0.00
5	G1.B1.S3.A2	Teachers will develop differentiated lessons and center activities based on formal and informal data to meet the needs of all students using the DCPS instructional framework.				\$0.00
6	G1.B1.S3.A3	Teachers will effectively implement differentiated lessons and centers that scaffold support to meet the needs of all students using the DCPS instructional framework.				\$0.00
7	G2.B1.S1.A1	Administrators and school-based will create a professional development plan that address the needs of the teachers based on classroom observations.				\$0.00
8	G2.B1.S2.A1	Teachers will actively participate in Professional Learning Communities where teachers work collaboratively together to analyze and improve instructional practice in the classroom. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning.				\$4,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2621 - Andrew A. Robinson Elementary School			\$4,600.00
			Notes: TDE Money for Substitutes			
9	G2.B1.S2.A2	Teachers will actively participate in Focus Fridays as a collaborative team to plan explicit lesson and create performance task and assessments using the Understanding by Design process.				\$0.00
Total:						\$152,244.33