

Duval County Public Schools

Highlands Elementary School



2015-16 School Improvement Plan

Highlands Elementary School

1000 DEPAUL DR, Jacksonville, FL 32218

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	79%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	89%

School Grades History

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

**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
Monitoring Only	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

School Environment

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

The school learns about students' cultures through a variety of formal and informal ways. Teachers begin the year by administering interest surveys and individual learning inventories in order to learn about the backgrounds and prior knowledge of students. In addition, teachers work to build positive rapport and relationships with their students via the establishment of a positive behavior management system in which students clearly understand the expectations and consequences. Teachers will also conduct activities with students that allow them to get to know one another and appreciate each others differences.

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

The Foundations and PBIS Teams work with members of the school to establish common area expectations as well as rituals and routines for before, during, and after school. Before school, students in grades PreK-1 sit in the Media Center and 2nd grade reports to the MultiPurpose Room to quietly read a book. Students are taught the CHAMPS which defines the conversation level, help, activity, movement and participation that is expected of them.

As an open campus and in an effort to ensure safety of all students, children in grades 3-5 will eat breakfast in the cafeteria prior to the start of the school day. Adults in the cafeteria will provide supervision and monitor students against the CHAMPS behavioral expectations to ensure that all children are safe and following directions.

During the school day, teachers have all worked to establish clear behavioral expectations via CHAMPS. Teachers consistently model and provide instruction on expectations and consequences. During lunch, students in the cafeteria are expected to follow established guidelines as well are given the opportunity to talk quietly with their classmates while eating.

After school, each teacher who is working the additional hour block participates in the dismissal process, resulting in the active supervision of all children. All of our students who go home via car are in the media center until they are called one by one to ensure that they are released to the correct parent, guardian, or family member. All bus riders are located in the cafeteria until their bus is called. Each bus student is checked off on a list. Walkers are escorted to the walker's gate by a grade level teacher. All kindergarten walkers must be picked up at the walkers gate by a parent/guardian or a family member listed on the "blue card."

School-wide and classroom expectations and rules are consistently revisited through the Foundations, PBIS and Shared Decision Making Team in order to make revisions as needed. Students of the Month are also selected by their classroom teacher for modeling the monthly character trait, which is facilitated by the school counselor.

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

The school-wide behavior system in place that minimizes distractions and helps to facilitate student engagement is the use of CHAMPs. Each teacher will be trained in CHAMPs, which allows students to understand the expectations for each part of the school day. At the beginning of the year, all teachers are trained on the district's Code of Conduct. Students also attend a school-wide assembly (K-2 and 3-5) to hear about the Code of Conduct, the rules/expectations, as well as the consequences for classrooms, common areas, and before/after school. Throughout the year, the administration analyzes discipline data in order to look at trends and determine areas of focus. By doing so, the Foundations Team and administration can be proactive in the discipline approach. When a student is sent to the office, the administration follows the district's protocol, allowing the student to make a statement, conducting an investigation, making a judgment about the behavior, and assigning a consequence.

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

Highlands Elementary School ensures that every student has equitable access to a state certified school counselor, school based behavior interventionist, and a River Region Counselor. These components help provide a comprehensive school counseling program that provides services to address their social-emotional needs through the use of:

- Individual and group counseling;
- Classroom guidance lesson;
- Character development;
- Positive reinforcement activities;
- Outside agency referrals; and
- School district support personnel.

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

Our faculty and staff completed a training on the importance of identifying early warning indicators such as behavioral concerns, abuse, bullying, and crisis situations in students. The training provided a list of district staff, community stakeholders and resources to help eliminate situations that may prohibit academic excellence within the classroom in addition to procedures to follow after the identification of an early warning signs in a student. For chronic behaviors, the school identified a referral to the school counselor and/or River Region on-site school social worker as a next steps after counseling with the parent. They were given the appropriate procedure for providing and documenting interventions for students with chronic behaviors, as well as making a referral to the Collaborative Problem Solving Team.

Students identified in our bottom quartile are receiving intensive remediation and interventions through our Multi-Tiered System of Supports.

Students who are missing 10% or more of instructional time are referred to the counselor. the counselor contacts the parent to arrange a meeting with the School's Attendance Intervention Team. The team will discuss with parent the attendance issue and provide the parent with support and/or an attendance referral if necessary.

In an effort to monitor and provide early interventions for students showing indicators of early warning signs

data was compiled from the 2014-2015 school year using; 3rd grade FSA and 5th grade FCAT Science scores; Genesis generated reports for Attendance and Discipline; and Teacher created reports. Based on the data:

1. Approximately ____ of our students missed 10% of the academic year.
2. About ____ of our students were suspended for one day.
3. An estimated one third of our students will benefit from additional academic support.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Our goal is early identification of students who exhibit early warning indicators to provide tiered levels of support and additional resources that will allow them to have an equal opportunity to achieve academically.

In an effort to increase the number of students attending school 90% of the school year, the leadership team will incorporate a quarterly incentive program. The Attendance Intervention Team will maintain communication with teachers and parents to monitor attendance. The Attendance Intervention Team will schedule monthly meetings to assist parents in developing a consistent attendance policy for students who chronically miss instructional days.

The Foundations and PBIS Teams will implement Incentives for positive behavior such as Student of the Month, Positive Referrals, and a school wide Positive Behavior Management Program. Character Building Lessons using the "Learning For Life" curriculum are used to recognize monthly character traits as well as teach conflict resolution lessons.

Students who exhibit two or more early warning indicators will be identified and monitored through out the school year. These students will participate in support groups with the Behavior Interventionist and the River Region Counselor which will focus on academic and goal planning; attendance and developing healthy school habits.

Students falling within the bottom quartile range will benefit academically from receiving additional support through our Multi-tiered System of Supports or Response to Intervention team.

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/203866>.

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

As the neighborhood school for the Highlands community on the Northside of Jacksonville, we play an active role in the surrounding community and work to build partnerships with faith-based entities as well as local businesses. We have a renewed focus on getting parents and community members to serve as volunteers for the school and the students. These volunteers help in and out of the classroom as well as help to host events such as flag raisings and holiday celebrations. The new administration at the school has also worked hard this summer to visit local businesses to build relationships and support for the school. By doing so, we have been fortunate to have local companies who are willing to support some of our initiatives, including the purchase of school supplies, rewards, etc. This will be a continued area of focus for the school so that we are able to secure resources for student achievement.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Collins, Jeff	Principal
Grant, Gaetane	Other
Chase, Sylvia	Assistant Principal
Ehrenberg , Julie	Instructional Coach
Thompkins, Sheila	Instructional Coach
Fleming, LaTonya	Guidance Counselor

Duties

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

Principal (Jeff Collins) and Assistant Principal (Sylvia Embry): Provides common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based Rtl plans and activities.

Rtl Facilitator/Guidance Counselor (LaTonya Fleming): Liaison for implementation of MTSS at the school level which includes feedback to the Leadership Team, presentations to the faculty, work with school-based coaches, and work with small collaborative groups of teachers, and provide direct intervention services and support to students identified as needing Tier II or Tier III intervention

services.

Select General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier I instruction/interventions, collaborate with other staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II/III activities.

Exceptional Student Education (ESE) Teachers (Sherry Bolden and Nicole Miller): Participates in student data collection, integrates core instructional activities/materials into tier III instruction, and collaborates with general education teachers through such activities as co-teaching.

Communication/Social Skills Site Coach and ESE Liaison (Gaetane Grant): Participates in development of behavior plans, observations, and collaboration with outside support system in the area of Rtl Tier 2 and 3 behavior issues.

Reading and Math Interventionist- Reading, Math (Jennifer Ragase and Angie Sevilla): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis,; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading and Math Coach (Julie Ehrenberg and Sheila Thompkins): Provides K-12 reading and math plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II and Tier III intervention.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Behavior Interventionists (Vicki Everson & Earl Kitchings): Provides support and behavior interventions for teachers and students that are displaying inappropriate behaviors. Collaborates with teachers and parents to provide behavior strategies that will minimize disruptive behaviors.

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 Collaborative Problem Solving Team (CPST) will meet to provide assistance in the development of the SIP. The team will provide data on Tier I, II, and III targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

Individuals with Disabilities Education Act (IDEA): Supplemental Instruction through funds by Title I will be discussed with parents during the development of the students Individual Education Plan (IEP).

Title III: Provide services to ensure that English Language Learners (ELLs) meet the academic content and English proficiency standards. Title III funds will be coordinated with Title I funds to provide extra support to ELLs by offering internal and external safety nets in academic language acquisition.

Title I Pre-K: All Title I Pre-K students will participate in the Back-Pack Program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jeff Collins	Principal
Nathalie Williams	Parent
LaTonya Fleming	Education Support Employee
Marla Morris	Teacher
	Business/Community
Jennifer Ragase	Teacher

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council reviews the school improvement plan each meeting and provides feedback to the school's leadership and staff. They suggest additional strategies or discuss the progress made on the school's goals. In addition, the SAC participates in the Mid-Year Review in which the committee discusses the progress of the students. At the end of the year, the SAC reviews the School Improvement Plan to note the progress made toward goals as well as set new goals for the upcoming year.

Development of this school improvement plan

The School Advisory Council reviews school performance data and determines the causes of low performance. The School Advisory Council advises the school on the School Improvement Plan and looks at each component during the scheduled meetings.

Preparation of the school's annual budget and plan

The School Advisory Council reviews the budget that has been recommended by the Shared Decision Making team and school administration. They look at the school's goals and then determine if there are priorities that need to be addressed in addition to the recommendations.

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

- \$300 Let's Find Out Kindergarten Scholastic Readers
- \$300 Scholastic News Grade 1
- \$345 Scholastic News Grade 2
- \$345 Scholastic News Grade 3
- \$300 Scholastic News Grade 4
- \$300 Scholastic News Grade 5

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:

Name	Title
Ehrenberg , Julie	Instructional Coach
Collins, Jeff	Principal
Chase, Sylvia	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

- 25 Book Goal Challenge K-2; Million Word Campaign 3-5
- Independent Reading
- Accelerated Reader
- School Book Fair
- Literary Character Book Parade in October/ Decorate a Pumpkin as a Favorite Book Character
- Beginning of school book giveaway to every student
- Quarterly reading goal incentive day
- Literacy Week activities/Literacy Night
- Black History Month – daily student book talk on WHES sharing a biography of an influential African American
- “Doughnuts for Dad” reading event
- 100th Day of School – Teachers read aloud a book about the 100th Day of School to their classrooms
- Dr. Seuss Day – students dress like a Dr. Seuss character
- National Poetry Month – teachers read a daily poem in class, school-wide student poetry contest
- End-of-Year Million Word Reading Celebration – celebration for all students who have met their reading goals
- R.E.A.D. Dog Program

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

Administration at Highlands Elementary continuously encourages positive relations among all staff members as well as provides opportunities for collaborative planning. Shared values have been created by all staff for the 2015-2016 school year. As a school, everyone has agreed to make school relevant and engaging for kids by focusing on positive reinforcements. Teachers and staff will collaborate and contribute to the overall success of the school by providing rigorous instruction and engaging activities for all students. In addition to encouraging a positive culture, administration has afforded teachers opportunities to collaborate with their grade level peers. All teachers have an opportunity for common planning during each week. During the common planning sessions, the reading or math coach will facilitate training based on the professional development needs of the school. In these sessions, coaches and teachers will work on unpacking the new Florida Standards and other topics such as the Gradual Release of Responsibility Model, curriculum/curriculum guides and best practices. The reading and math coaches are resources for all teachers and will provide support based on the needs of teachers and students.

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

Highlands Elementary plans to retain Highly Qualified, certified-in-field, effective teachers through ongoing team-building professional development to build morale among teachers and staff members. We will also continue to provide teachers with available instructional resources and support from coaches and administrators.

Strategies Highlands Elementary will use to recruit highly qualified, certified-in-field, effective teachers to the school include ongoing communication with Duval County Public School's Human Resources department, as well as ongoing communication with University of North Florida.

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

All mentors have been CET trained. In addition, those chosen demonstrate leadership qualities, effective classroom management and the ability to successfully accelerate student learning. Pairings were made to ensure new teachers had access to a teacher in a similar content and/or grade level area. Monthly MINT meetings are held to encourage collaboration between new teachers, mentors and school administration and with a focus on areas of need for the new teachers.

In addition, mentor observation cycles provide new teachers with formative feedback and targeted coaching. New teachers observe model teachers with a focus on identified challenges and the Florida Educator Accomplished Practices. New teachers also participate in PLAN/PLC sessions in order to provide them with an additional layer of support and learning opportunities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school's leadership team works with the teachers on a regular basis to ensure that core instructional programs and materials are aligned to Florida's standards. Through common planning times and professional learning communities, teachers work together to unpack the standards and utilize the district's curriculum guide in order to design their lessons. The teachers also share student work and analyze data to determine that students are meeting the standards. By utilizing the test specifications for each grade level and subject area, teachers can determine the content limits, clarifications, and distractor attributes for each benchmark.

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

The school uses data from a variety of sources, including informal and formal assessments. At the beginning of the year, teachers administer assessments such as FLKRS, Baselines, DAR, I-Ready, and Achieve 3000 to determine where students are currently performing. In addition, teachers administer interest inventories, surveys, and take anecdotal notes. Based upon all this data, the teachers design lessons and center activities that meet each student's needs. The leadership team also reviews data to work with teachers in order to design lessons that meet students' needs. When students are struggling with Tier 1 core instruction, the teachers meet with students in small group and/or individual conferences to provide remediation. When that isn't successful, teachers work together in Collaborative Problem Solving Teams to determine if they need Tier III interventions. ESE teachers, math and reading interventionist push into classrooms to help both ESE students as well as other students who may be struggling in a particular area.

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

Highlands Elementary School is participating in an extra hour of instruction due to being designated as a FLDOE designated Lowest 300 school.

Strategy Rationale

The extra hour of instruction is state-mandated due to the school's low reading proficiency scores.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Collins, Jeff, collinsj1@duvalschools.org

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

i-Ready, Achieve 3000, Accelerated Reader data along with informal and formal assessment data will be tracked through Performance Matters and utilized to ensure student growth. Bottom quartile and struggling students will be identified and given extra support during this time.

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

Voluntary Pre-Kindergarten is offered for 40 four year olds that live in Highland's attendance zone. The objectives for the program are comprehensive and provide a solid foundation for entry into basic kindergarten. Students experience hands on literacy activities that build pre-reading, oral expression and phonemic awareness skills. Math skills are enhanced through daily living activities that involve matching, sorting and counting. Within the first 45 days of enrollment, kindergarten students are given two assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to screen each child's level of readiness for kindergarten. FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the FAIR assessment for kindergarten (Letter Naming Fluency and Initial Sound Fluency). These assessments are used to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

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:

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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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers will provide rigorous instruction that results in active, intellectual student engagement for all students, in all subgroups, then we will increase student achievement.
- G2.** If teachers will implement reading and math centers using current assessment data to plan for instruction, group students and monitor student progress, then we will increase student achievement.
- G3.** If teachers will utilize formal and informal assessment data to effectively differentiate student instruction, then we will increase student achievement.

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 teachers will provide rigorous instruction that results in active, intellectual student engagement for all students, in all subgroups, then we will increase student achievement. 1a

G071717

Targets Supported 1b

Indicator	Annual Target
Math Gains	80.0
ELA/Reading Gains	80.0

Resources Available to Support the Goal 2

- Reading Coach and Math Coach
- CHAMPS/Foundations Training
- Computer based programs that include iReady, Achieve 3000, Accelerated Reader
- Performance Matters training
- Professional Learning Communities
- Common planning times within master schedule
- School wide Positive Behavior Management System

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge of engagement strategies
- Inconsistent use and application of technology
- Difficulty with off-task student behavior.

Plan to Monitor Progress Toward G1. 8

Monitoring the data from the following: Curriculum Module Assessments, iReady Diagnostics and usage, Achieve 3000 usage, Accelerated Reader progress, and STAR measures. All other informal/formal assessment results will be analyzed to determine student engagement and achievement.

Person Responsible

Jeff Collins

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Performance Matters Reports, Student Performance reports from all computer programs, Classroom Walk through Check Lists

Plan to Monitor Progress Toward G1. 8

Monitoring the data from the following: Curriculum Module Assessments, iReady Diagnostics and usage, Achieve 3000 usage, Accelerated Reader progress, and STAR measures. All other informal/formal assessment results will be analyzed to determine student engagement and achievement.

Person Responsible

Sylvia Chase

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Performance Matters Reports, Student Performance reports from all computer programs, Classroom Walk through Check Lists

G2. If teachers will implement reading and math centers using current assessment data to plan for instruction, group students and monitor student progress, then we will increase student achievement. 1a

G071718

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	42.0
FSA English Language Arts - Achievement	60.0
FSA Mathematics - Achievement	60.0

Resources Available to Support the Goal 2

- Reading Coach and Math Coach
- Accelerated Reader
- Leveled Texts
- Ongoing Professional Development
- Professional Learning Communities (PLC's)
- PLAN time built into the master schedule
- Performance Matters
- I-Ready
- Math and Reading Interventionists
- Achieve 3000

Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation of daily centers in reading and math
- Lack of knowledge of available resources
- Lack of utilization of data to drive instruction

Plan to Monitor Progress Toward G2. 8

Leadership team walk throughs, Monitoring of Lesson Plans, student work portfolio, interactive journals.

Person Responsible

Jeff Collins

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Walk through logs, informal/formal assessment data, lesson plans

Plan to Monitor Progress Toward G2. 8

Leadership team walk throughs, Monitoring of Lesson Plans, student work portfolio, interactive journals.

Person Responsible

Sylvia Chase

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Walk through logs, informal/formal assessment data, lesson plans

Plan to Monitor Progress Toward G2. 8

Leadership team walk throughs, student work portfolio, interactive journals.

Person Responsible

Julie Ehrenberg

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Walk through logs, informal/formal assessment data, lesson plans

Plan to Monitor Progress Toward G2. 8

Leadership team walk throughs, student work portfolio, interactive journals.

Person Responsible

Sheila Thompkins

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Walk through logs, informal/formal assessment data, lesson plans

G3. If teachers will utilize formal and informal assessment data to effectively differentiate student instruction, then we will increase student achievement. 1a

G071719

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	60.0
ELA Achievement District Assessment	60.0
FCAT 2.0 Science Proficiency	42.0
FAA Writing Proficiency	60.0

Resources Available to Support the Goal 2

- Reading Coach and Math Coach
- Common Planning Time
- Computer Programs; iReady, Achieve 3000, Accelerated Reader
- Reading and Math Interventionist
- Varying Exceptionalities Teachers

Targeted Barriers to Achieving the Goal 3

- Lack of training and professional development to effectively implement curriculum

Plan to Monitor Progress Toward G3. 8

Data from Curriculum Guide Assessment, iReady, Achieve 3000, Accelerated Reader, STAR, Write to Learn and other informal/formal data will be collected to determine progress of all students. The leadership team will also monitor the progress of students who are in the bottom quartile.

Person Responsible

Jeff Collins

Schedule

Quarterly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Data notebooks, Performance Matters Reports, Student Performance reports from all computer programs, Classroom Walk through Check Lists

Plan to Monitor Progress Toward G3. 8

Data from Curriculum Guide Assessment, iReady, Achieve 3000, Accelerated Reader, STAR, Write to Learn and other informal/formal data will be collected to determine progress of all students. The leadership team will also monitor the progress of students who are in the bottom quartile.

Person Responsible

Sylvia Chase

Schedule

Quarterly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Data notebooks, Performance Matters Reports, Student Performance reports from all computer programs, Classroom Walk though Check Lists

Plan to Monitor Progress Toward G3. 8

Data from Curriculum Guide Assessment, iReady, Achieve 3000, Accelerated Reader, STAR, Write to Learn and other informal/formal data will be collected to determine progress of all students. The leadership team will also monitor the progress of students who are in the bottom quartile.

Person Responsible

Julie Ehrenberg

Schedule

Quarterly, from 9/1/2015 to 9/1/2015

Evidence of Completion

Data notebooks, Performance Matters Reports, Student Performance reports from all computer programs, Classroom Walk though Check Lists

Plan to Monitor Progress Toward G3. 8

Data from Curriculum Guide Assessment, iReady, Achieve 3000, Accelerated Reader, STAR, Write to Learn and other informal/formal data will be collected to determine progress of all students. The leadership team will also monitor the progress of students who are in the bottom quartile.

Person Responsible

Sheila Thompkins

Schedule

Quarterly, from 9/1/2015 to 9/1/2015

Evidence of Completion

Data notebooks, Performance Matters Reports, Student Performance reports from all computer programs, Classroom Walk though Check Lists

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 teachers will provide rigorous instruction that results in active, intellectual student engagement for all students, in all subgroups, then we will increase student achievement. **1**

 G071717

G1.B1 Lack of teacher knowledge of engagement strategies **2**

 B186975

G1.B1.S1 Plan and deliver professional development to increase instructional strategies that will result in student engagement. **4**

 S198397

Strategy Rationale

Teachers must understand how to gain access to all types of learners.

Action Step 1 **5**

Professional Development on Instructional Strategies in Management Systems that will increase student engagement.

Person Responsible

Jeff Collins

Schedule

Every 6 Weeks, from 9/1/2014 to 6/5/2015

Evidence of Completion

PLAN agenda, CAST, Classroom Walk-through check list

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

Observations will be conducted in classrooms to determine if engagement strategies are being implemented.

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

Informal/formal observation notes

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

Monitor student engagement through classroom walk-throughs, CAST observations and utilization of technology.

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

Classroom walk-through checklists, CAST observations, formal and informal assessment data, discipline referral data, technology usage reports

G1.B2 Inconsistent use and application of technology **2**

 B186976

G1.B2.S1 Teachers will incorporate district approved programs such as i-Ready and Achieve 3000 to increase student engagement **4**

 S198400

Strategy Rationale

By utilizing these programs, teachers can differentiate student instruction to target student strengths and weaknesses and eliminate opportunities for student boredom and frustration.

Action Step 1 **5**

Teachers will utilize computer programs during center-time and during the extra hour of instruction

Person Responsible

Schedule

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

Evidence of Completion

The Reading Coach, Math Coach and Assistant Principal will monitor usage reports to determine that technology is being integrated daily.

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

Focus walks and classroom walk-throughs will be conducted on a regular basis to ensure utilization of computer based programs.

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

Technology usage reports, data chat notes/agendas, classroom walk-through check-lists, observation notes

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

Leadership team will monitor student data, especially growth reports to ensure student progress.

Person Responsible

Jeff Collins


Schedule

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

Evidence of Completion

Technology usage reports, data notebooks

G1.B3 Difficulty with off-task student behavior. 2

 B186977

G1.B3.S1 Teachers will utilize a consistent behavior management system that will increase on task behavior. 4

 S198401

Strategy Rationale

For effective instruction to occur, students must be on-task and engaged.

Action Step 1 5

Teachers will utilize CHAMPS in their classroom instruction.

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

Classroom walk-throughs, Evidence of CHAMPS posters in classrooms, Decrease in behavior referrals

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

Leadership team will conduct walk-throughs of classrooms to monitor implementation of CHAMPS

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

Classroom walk-through check-lists, Rituals and routines in place, Observation notes

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

Discipline data will be analyzed and classroom climates will be monitored to ensure fidelity and effectiveness of CHAMPS implementation.

Person Responsible

Michelle Hinkley

Schedule

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

Evidence of Completion

Referral and discipline data, classroom observations

G2. If teachers will implement reading and math centers using current assessment data to plan for instruction, group students and monitor student progress, then we will increase student achievement. 1

G071718

G2.B1 Inconsistent implementation of daily centers in reading and math 2

B186980

G2.B1.S1 Classroom schedules will include daily center rotation time with the assistance of paraprofessionals. The paraprofessionals will provide additional instructional support during center times in grades 3-5. 4

S198402

Strategy Rationale

Centers must be implemented with fidelity to be effective.

Action Step 1 5

Administration will ensure that all classroom schedules reflect daily center time for both reading and math.

Person Responsible

Jeff Collins

Schedule

Quarterly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Classroom Schedules

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

Classroom walk-throughs and observations will be conducted to ensure that schedules are being implemented with fidelity.

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

Classroom walk-through checklists, CAST observations, lesson plans, daily schedules

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

Lesson plans will be monitored to ensure that teachers are planning for daily center rotations.

Person Responsible

Jeff Collins


Schedule

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

Evidence of Completion

Classroom walk-through checklist, Lesson plans

G2.B2 Lack of knowledge of available resources 2

 B186981

G2.B2.S1 Teachers will collaborate during common planning time to ensure familiarity with instructional tools/strategies and best practices aimed at increasing effectiveness of centers. 4

 S198403

Strategy Rationale

In order to meet the needs of all students, teachers need to be knowledgeable of and have access to a variety of tools and strategies.

Action Step 1 5

During common planning times, teachers will collaborate with the reading coach/math coach and/or administration to share learning from professional books and/or websites with strategies and resources to assist in planning for differentiated centers.

Person Responsible

Julie Ehrenberg

Schedule

Every 6 Weeks, from 9/1/2015 to 6/10/2016

Evidence of Completion

PLAN agendas, Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Lesson plans, teacher anecdotal notes, center rotation charts

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

Lesson plans (including center rotations), classroom walk-through check-lists

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Through observations and analysis of student data, we will be able to determine center effectiveness.

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

Lesson plans, teacher anecdotal notes, data notebooks, student growth reflected in classroom data

G2.B3 Lack of utilization of data to drive instruction **2**

 B186982

G2.B3.S1 Data chats will be held between the teachers and leadership team at mid-point and end of each nine weeks and will follow an identified problem solving protocol. **4**

 S198404

Strategy Rationale

Data chats will provide an opportunity for teachers to problem solve with the leadership team.

Action Step 1 **5**

Data chats will be utilized on a consistent basis and will follow an identified problem solving protocol.

Person Responsible

Jeff Collins

Schedule

Quarterly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Data chat forms, data notebooks, progress reports, report cards

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Teacher data will be analyzed for trends, next steps, etc.

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

Data analysis forms, data chat notes/reflections, lesson plans, data notebooks

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Student progress as evidence in data

Person Responsible

Jeff Collins

Schedule

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


Evidence of Completion

Technology growth reports, data notebooks, data chats, student growth reports

G3. If teachers will utilize formal and informal assessment data to effectively differentiate student instruction, then we will increase student achievement. 1

 G071719

G3.B1 Lack of training and professional development to effectively implement curriculum 2

 B186983

G3.B1.S1 Teachers will observe other teachers, on and off campus, to observe the successful implementation of Florida Standards and curriculum 4

 S198405

Strategy Rationale

Teachers will learn and therefore implement best practices through observing colleagues.

Action Step 1 5

Teachers will observe other teachers, both on and off campus, to learn effective teaching strategies and best practices.

Person Responsible

Julie Ehrenberg

Schedule

Quarterly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Observation, Debriefing, and next steps forms

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

After each observation debriefing sessions will be held to discuss learning, wonderings, and next steps/application for the classroom.

Person Responsible

Sharon Kasica

Schedule

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

Evidence of Completion

Debriefing forms, conversation and Observation logs

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

The leadership team will conduct walk throughs to determine if teachers are applying new strategies and best practices in their classroom.

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

CAST, Data Notebooks, Walk Through Check List

G3.B1.S2 Teachers will work with the Instructional coaches during common planning time to plan lessons based on district curriculum guides, Florida Standards and Item Specs. 4

 S198406

Strategy Rationale

With New Florida Standards, new state assessment and new curriculum, it is imperative that teachers work together to unpack the standards for a deeper understanding that prepares them to deliver effective instruction.

Action Step 1 5

Teachers will meet during common planning times in order to collaborate and design lessons that meet individual student needs.

Person Responsible

Julie Ehrenberg

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Lesson plans, Notes and agendas from common planning sessions

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

Administration will review lesson plans to determine implementation of district initiatives and Florida standards.

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

Lesson Plans, Data Notebook, student work

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

Leadership Team will review student data to determine if students are making progress on the Florida Standards.

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

Lesson Plans, Data Notebook, Data from computer programs

G3.B1.S3 Teachers will become more effective in the use of the Gradual Release of Responsibility Model to effectively scaffold learning across all content areas. 4

 S198407

Strategy Rationale

In order to scaffold students teachers must deliver the Gradual Release of Responsibility Model effectively.

Action Step 1 5

Teachers will be provided development and additional support in the Gradual Release of Responsibility Model. The professional development may include modeling by a coach, reviewing videos and observing other teachers.

Person Responsible

Julie Ehrenberg

Schedule

Every 6 Weeks, from 9/1/2015 to 6/10/2016

Evidence of Completion

Classroom walk through check list, lesson plans, data notebooks

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

Leadership team will discuss areas of focus, collaborate next steps to improve teacher effectiveness and therefore increase student achievement.

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

exit tickets from PD sessions, student data

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

Administration will conduct class observations to ensure Gradual Release of Responsibility Model is implemented with fidelity.

Person Responsible

Jeff Collins

Schedule

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

Evidence of Completion

Classroom Walk-Through check list, observations and 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	Professional Development on Instructional Strategies in Management Systems that will increase student engagement.	Collins, Jeff	9/1/2014	PLAN agenda, CAST, Classroom Walk-through check list	6/5/2015 every-6-weeks
G1.B2.S1.A1	Teachers will utilize computer programs during center-time and during the extra hour of instruction		9/1/2014	The Reading Coach, Math Coach and Assistant Principal will monitor usage reports to determine that technology is being integrated daily.	6/5/2015 daily
G1.B3.S1.A1	Teachers will utilize CHAMPS in their classroom instruction.	Collins, Jeff	9/1/2014	Classroom walk-throughs, Evidence of CHAMPS posters in classrooms, Decrease in behavior referrals	6/5/2015 daily
G2.B1.S1.A1	Administration will ensure that all classroom schedules reflect daily center time for both reading and math.	Collins, Jeff	9/1/2015	Classroom Schedules	6/10/2016 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1	During common planning times, teachers will collaborate with the reading coach/math coach and/or administration to share learning from professional books and/or websites with strategies and resources to assist in planning for differentiated centers.	Ehrenberg , Julie	9/1/2015	PLAN agendas, Lesson plans	6/10/2016 every-6-weeks
G2.B3.S1.A1	Data chats will be utilized on a consistent basis and will follow an identified problem solving protocol.	Collins, Jeff	9/1/2015	Data chat forms, data notebooks, progress reports, report cards	6/10/2016 quarterly
G3.B1.S1.A1	Teachers will observe other teachers, both on and off campus, to learn effective teaching strategies and best practices.	Ehrenberg , Julie	9/1/2015	Observation, Debriefing, and next steps forms	6/10/2016 quarterly
G3.B1.S2.A1	Teachers will meet during common planning times in order to collaborate and design lessons that meet individual student needs.	Ehrenberg , Julie	9/1/2015	Lesson plans, Notes and agendas from common planning sessions	6/10/2016 monthly
G3.B1.S3.A1	Teachers will be provided development and additional support in the Gradual Release of Responsibility Model. The professional development may include modeling by a coach, reviewing videos and observing other teachers.	Ehrenberg , Julie	9/1/2015	Classroom walk through check list, lesson plans, data notebooks	6/10/2016 every-6-weeks
G1.MA1	Monitoring the data from the following: Curriculum Module Assessments, iReady Diagnostics and usage, Achieve 3000 usage, Accelerated Reader progress, and STAR measures. All other informal/formal assessment results will be analyzed to determine student engagement and achievement.	Collins, Jeff	9/1/2015	Performance Matters Reports, Student Performance reports from all computer programs, Classroom Walk though Check Lists	6/10/2016 weekly
G1.MA2	Monitoring the data from the following: Curriculum Module Assessments, iReady Diagnostics and usage, Achieve 3000 usage, Accelerated Reader progress, and STAR measures. All other informal/formal assessment results will be analyzed to determine student engagement and achievement.	Chase, Sylvia	9/1/2015	Performance Matters Reports, Student Performance reports from all computer programs, Classroom Walk though Check Lists	6/10/2016 weekly
G1.B1.S1.MA1	Monitor student engagement through classroom walk-throughs, CAST observations and utilization of technology.	Collins, Jeff	9/1/2014	Classroom walk-through checklists, CAST observations, formal and informal assessment data, discipline referral data, technology usage reports	6/5/2015 monthly
G1.B1.S1.MA1	Observations will be conducted in classrooms to determine if engagement strategies are being implemented.	Collins, Jeff	9/1/2014	Informal/formal observation notes	6/5/2015 weekly
G1.B2.S1.MA1	Leadership team will monitor student data, especially growth reports to ensure student progress.	Collins, Jeff	9/1/2014	Technology usage reports, data notebooks	6/5/2015 monthly
G1.B2.S1.MA1	Focus walks and classroom walk-throughs will be conducted on a regular basis to ensure utilization of computer based programs.	Collins, Jeff	9/1/2014	Technology usage reports, data chat notes/agendas, classroom walk-through check-lists, observation notes	6/5/2015 biweekly
G1.B3.S1.MA1	Discipline data will be analyzed and classroom climates will be monitored to ensure fidelity and effectiveness of CHAMPS implementation.	Hinkley, Michelle	9/1/2014	Referral and discipline data, classroom observations	6/5/2015 quarterly
G1.B3.S1.MA1	Leadership team will conduct walk-throughs of classrooms to monitor implementation of CHAMPS	Collins, Jeff	9/1/2014	Classroom walk-through check-lists, Rituals and routines in place, Observation notes	6/5/2015 weekly

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Highlands Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Leadership team walk throughs, Monitoring of Lesson Plans, student work portfolio, interactive journals.	Collins, Jeff	9/1/2015	Walk through logs, informal/formal assessment data, lesson plans	6/10/2016 weekly
G2.MA2	Leadership team walk throughs, Monitoring of Lesson Plans, student work portfolio, interactive journals.	Chase, Sylvia	9/1/2015	Walk through logs, informal/formal assessment data, lesson plans	6/10/2016 weekly
G2.MA3	Leadership team walk throughs, student work portfolio, interactive journals.	Ehrenberg , Julie	9/1/2015	Walk through logs, informal/formal assessment data, lesson plans	6/10/2016 weekly
G2.MA4	Leadership team walk throughs, student work portfolio, interactive journals.	Thompkins, Sheila	9/1/2015	Walk through logs, informal/formal assessment data, lesson plans	6/10/2016 weekly
G2.B1.S1.MA1	Lesson plans will be monitored to ensure that teachers are planning for daily center rotations.	Collins, Jeff	9/1/2014	Classroom walk-through checklist, Lesson plans	6/5/2015 weekly
G2.B1.S1.MA1	Classroom walk-throughs and observations will be conducted to ensure that schedules are being implemented with fidelity.	Collins, Jeff	9/1/2014	Classroom walk-through checklists, CAST observations, lesson plans, daily schedules	6/5/2015 weekly
G2.B2.S1.MA1	Through observations and analysis of student data, we will be able to determine center effectiveness.	Collins, Jeff	9/1/2014	Lesson plans, teacher anecdotal notes, data notebooks, student growth reflected in classroom data	6/5/2015 quarterly
G2.B2.S1.MA1	Lesson plans, teacher anecdotal notes, center rotation charts	Collins, Jeff	9/1/2014	Lesson plans (including center rotations), classroom walk-through check-lists	6/5/2015 monthly
G2.B3.S1.MA1	Student progress as evidence in data	Collins, Jeff	9/1/2014	Technology growth reports, data notebooks, data chats, student growth reports	6/5/2015 quarterly
G2.B3.S1.MA1	Teacher data will be analyzed for trends, next steps, etc.	Collins, Jeff	9/1/2014	Data analysis forms, data chat notes/reflections, lesson plans, data notebooks	6/5/2015 quarterly
G3.MA1	Data from Curriculum Guide Assessment, iReady, Achieve 3000, Accelerated Reader, STAR, Write to Learn and other informal/formal data will be collected to determine progress of all students. The leadership team will also monitor the progress of students who are in the bottom quartile.	Collins, Jeff	9/1/2015	Data notebooks, Performance Matters Reports, Student Performance reports from all computer programs, Classroom Walk though Check Lists	6/10/2016 quarterly
G3.MA2	Data from Curriculum Guide Assessment, iReady, Achieve 3000, Accelerated Reader, STAR, Write to Learn and other informal/formal data will be collected to determine progress of all students. The leadership team will also monitor the progress of students who are in the bottom quartile.	Chase, Sylvia	9/1/2015	Data notebooks, Performance Matters Reports, Student Performance reports from all computer programs, Classroom Walk though Check Lists	6/10/2016 quarterly
G3.MA3	Data from Curriculum Guide Assessment, iReady, Achieve 3000, Accelerated Reader, STAR, Write to Learn and other informal/formal data will be collected to determine progress of all students. The leadership team will also monitor the progress of students who are in the bottom quartile.	Ehrenberg , Julie	9/1/2015	Data notebooks, Performance Matters Reports, Student Performance reports from all computer programs, Classroom Walk though Check Lists	9/1/2015 quarterly
G3.MA4	Data from Curriculum Guide Assessment, iReady, Achieve 3000, Accelerated Reader, STAR, Write to Learn and other informal/formal data will be collected to determine progress of all students. The leadership team will	Thompkins, Sheila	9/1/2015	Data notebooks, Performance Matters Reports, Student Performance reports from all computer programs, Classroom Walk though Check Lists	9/1/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	also monitor the progress of students who are in the bottom quartile.				
G3.B1.S1.MA1	The leadership team will conduct walk throughs to determine if teachers are applying new strategies and best practices in their classroom.	Collins, Jeff	9/1/2014	CAST, Data Notebooks, Walk Through Check List	6/5/2015 monthly
G3.B1.S1.MA1	After each observation debriefing sessions will be held to discuss learning, wonderings, and next steps/ application for the classroom.	Kasica, Sharon	9/1/2014	Debriefing forms, conversation and Observation logs	6/5/2015 quarterly
G3.B1.S2.MA1	Leadership Team will review student data to determine if students are making progress on the Florida Standards.	Collins, Jeff	9/1/2014	Lesson Plans, Data Notebook, Data from computer programs	6/5/2015 monthly
G3.B1.S2.MA1	Administration will review lesson plans to determine implementation of district initiatives and Florida standards.	Collins, Jeff	9/1/2014	Lesson Plans, Data Notebook, student work	6/5/2015 biweekly
G3.B1.S3.MA1	Administration will conduct class observations to ensure Gradual Release of Responsibility Model is implemented with fidelity.	Collins, Jeff	9/1/2014	Classroom Walk-Through check list, observations and Lesson Plans	6/5/2015 monthly
G3.B1.S3.MA1	Leadership team will discuss areas of focus, collaborate next steps to improve teacher effectiveness and therefore increase student achievement.	Collins, Jeff	9/1/2014	exit tickets from PD sessions, student data	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers will provide rigorous instruction that results in active, intellectual student engagement for all students, in all subgroups, then we will increase student achievement.

G1.B1 Lack of teacher knowledge of engagement strategies

G1.B1.S1 Plan and deliver professional development to increase instructional strategies that will result in student engagement.

PD Opportunity 1

Professional Development on Instructional Strategies in Management Systems that will increase student engagement.

Facilitator

Coaches and Administrators

Participants

Teachers

Schedule

Every 6 Weeks, from 9/1/2014 to 6/5/2015

G2. If teachers will implement reading and math centers using current assessment data to plan for instruction, group students and monitor student progress, then we will increase student achievement.

G2.B2 Lack of knowledge of available resources

G2.B2.S1 Teachers will collaborate during common planning time to ensure familiarity with instructional tools/strategies and best practices aimed at increasing effectiveness of centers.

PD Opportunity 1

During common planning times, teachers will collaborate with the reading coach/math coach and/or administration to share learning from professional books and/or websites with strategies and resources to assist in planning for differentiated centers.

Facilitator

Julie Ehrenberg, Reading Coach

Participants

All classroom teachers

Schedule

Every 6 Weeks, from 9/1/2015 to 6/10/2016

G3. If teachers will utilize formal and informal assessment data to effectively differentiate student instruction, then we will increase student achievement.

G3.B1 Lack of training and professional development to effectively implement curriculum

G3.B1.S3 Teachers will become more effective in the use of the Gradual Release of Responsibility Model to effectively scaffold learning across all content areas.

PD Opportunity 1

Teachers will be provided development and additional support in the Gradual Release of Responsibility Model. The professional development may include modeling by a coach, reviewing videos and observing other teachers.

Facilitator

Julie Ehrenberg, Reading Coach

Participants

Select teachers (determined by need through classroom observations)

Schedule

Every 6 Weeks, from 9/1/2015 to 6/10/2016

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	Professional Development on Instructional Strategies in Management Systems that will increase student engagement.	\$0.00
2	G1.B2.S1.A1	Teachers will utilize computer programs during center-time and during the extra hour of instruction	\$0.00
3	G1.B3.S1.A1	Teachers will utilize CHAMPS in their classroom instruction.	\$0.00
4	G2.B1.S1.A1	Administration will ensure that all classroom schedules reflect daily center time for both reading and math.	\$0.00
5	G2.B2.S1.A1	During common planning times, teachers will collaborate with the reading coach/math coach and/or administration to share learning from professional books and/or websites with strategies and resources to assist in planning for differentiated centers.	\$0.00
6	G2.B3.S1.A1	Data chats will be utilized on a consistent basis and will follow an identified problem solving protocol.	\$0.00
7	G3.B1.S1.A1	Teachers will observe other teachers, both on and off campus, to learn effective teaching strategies and best practices.	\$0.00
8	G3.B1.S2.A1	Teachers will meet during common planning times in order to collaborate and design lessons that meet individual student needs.	\$0.00
9	G3.B1.S3.A1	Teachers will be provided development and additional support in the Gradual Release of Responsibility Model. The professional development may include modeling by a coach, reviewing videos and observing other teachers.	\$0.00
Total:			\$0.00