

Duval County Public Schools

Spring Park Elementary School



2015-16 School Improvement Plan

Spring Park Elementary School

2250 SPRING PARK RD, Jacksonville, FL 32207

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	74%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	78%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	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
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Spring Park community will embrace the concept of a global society that will develop inquiring, principled and caring youth who will be involved in the betterment of their communities and in the world at large.

Provide the school's vision statement

We envision Spring Park Elementary, guided by a dedicated staff, as an international gateway to our children's future, enabling students to become inquiring lifelong learners, who recognize and respect each other's uniqueness, and who will become productive citizens of our global community.

School Environment

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

All students are encouraged to learn about their own culture as well as that of others. This can be done through sharing, research, and class discussions. Learning about a variety of cultures is incorporated into our classes every day via the IB curriculum, which by its very nature utilizes a worldly approach. This school year's theme is "Building a Better World Through Learning" and each grade level will focus on a different continent for eventual sharing out to the rest of the school. Teachers will also utilize interpreters to communicate with our ESOL parents, further building understanding about home and school life connections.

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

Students are monitored by adults in all settings and given structured rituals and routines for expected behavior among their peers and faculty/staff. Faculty and staff provide a welcoming environment to the students and insure that students' emotional and academic needs are met. Students have access to various adults during the school day with whom they can talk to and share concerns or celebrations.

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 behavioral system consists of rewarding students for positive behaviors. This is done through a "caught you being good" approach where students can earn "lego dollars" for good behaviors by all adults in the building. A weekly drawing allows random students to be drawn by grade level to earn prizes. A monthly drawing will be held as well where a larger prize will be awarded. One student from each class will earn the monthly IB Learner of the Month profile for which their certificate will be displayed and students will be acknowledged at awards' assemblies. Spring Park is a HERO campus, which is being implemented with fidelity at campuses' across DCPS this year.

Teachers regularly reinforce and review school wide expectations by reminders, modeling, and planned practice. Teachers have been given a detailed explanation to next steps for first occurrences

and each one after that for code of conduct violations. Next steps include student conference, parent conference, counselor referral, behavior plan, and referral to administration. Trainings on CHAMPS are provided by the Foundation's Team, who attend yearly trainings and conduct observations of current systems in place for arrival, dismissal, hallway and cafeteria duty, and lunch.

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

Teachers are trained by the counselor on the district's ALERT system, which outlines various social emotional needs of students, how to handle them, and resources for support. Students and parents can be referred to the school counselor or to Full Service School, who can provide parent support, behavioral intervention, counseling, and mentors via Big Brother Big Sister.

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

Regular communication about the district's attendance policy is made via parent calls, automated phone calls, individualized letters stating number of absences, and newsletters. Academic Intervention Team meetings are held monthly or as needed for those students in violation of the policy. Students can have individual contracts and work towards incentives. Referrals are made to various agencies for those situations where family concerns are impacting attendance. Communication regarding attendance was translated as needed through forms and phone calls via interpreters, including our Spanish speaking para-educator. Students with suspensions participate in one or more of the following interventions: behavior plan, daily check-in, counseling group on conflict/anger management, referral to Full Service School for counseling or behavioral intervention, participation in leadership/character grant through Full Service (F.A.C.E.-Fitness and Character Education), and/or an assigned mentor. Students failing in reading or mathematics receive tier 2 intervention, and when appropriate, tier 3 interventions via the Response To Intervention team. Some students are referred to the Multidisciplinary Team to determine if ESE services are needed. Students are assigned a teacher mentor. Please note that the data in section "b" below reflect the 2013-2014 school year. Data from 2014-2015 is currently being framed.

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	1	3	0	0	1	0	5
One or more suspensions	2	3	6	15	3	7	36
Course failure in ELA or Math	1	1	1	5	2	1	11
Level 1 on statewide assessment	0	0	0	40	13	18	71

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		
Mentors assigned Full Service School referrals for behavior and counseling Full Service School F.A.C.E. grant for character education Second Step lessons Small counseling groups Referral to grief camp and outside support groups Tier 2 and 3 interventions MRT referrals Parent communication, including in the home language via in person, letters, and phone Student conferences Behavior plans Daily check-ins AIT meetings Attendance policy posted multiple times in newsletters, individualized letters home, and via phone conferences		

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/175177>.

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

During select early release Wednesdays, parents will be able to sign up for parent teacher conferences. This will be in addition to conferences requested by parents or teachers throughout the year. Parents are invited to participate in various school events during the year from Open House to academic nights to awards' assemblies. Monthly newsletters go home informing parents of various school events past and present, as well as some grade level newsletters. Parents are informed about Full Service School services in a variety of ways.

Community involvement is encouraged through volunteering and partnerships with local businesses and organizations. These partnerships provide everything from resources such as funds or supplies to their donation of time judging spelling bees or providing teacher appreciation support.

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
McWilliams, Aaron	Principal
Hicks, N'Deero	Assistant Principal
Neville, Grace	Teacher, PreK
Depiro, Carolann	Teacher, K-12
Cox, Elesha	Teacher, K-12
Pitman, Monica	Teacher, K-12
Picray, Pam	Instructional Media

Duties

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

Members of the school-based MTSS Leadership Team have reviewed and provided input in the SIP. They have revised our implementation to increase activities during the school day and monitoring of students in the process. The Team is also utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed to develop the school improvement plan.

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 MTSS Leadership Team will meet monthly during the school day. The team will attend all district MTSS trainings and will provide training to the faculty on MTSS practices. The MTSS Leadership Team will also review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will monitor the use of the three-tiered model of Response to Intervention schoolwide.

During meeting times, the team will review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS Leadership Team. The school-based MTSS Leadership Team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be reviewed quarterly to support the interventionist (e.g., teacher, MTSS/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school tutoring programs or summer school. The district coordinates with Title I in ensuring staff development needs are provided.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure needs are met. Students are provided breakfast in the classroom.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be used for night time programs for students and parents. Students will participate in Reading, Writing, Mathematics, and Science Academic Nights. Students will participate in mini-camps to ramp them up in Reading, Writing, Mathematics, and Science. SAI funds will be coordinated with Title 1 funds to provide equipment, teachers, materials, and summer school for all level 1 & 2 students.

Violence Prevention Programs

- Continuation of Second Step (Anti-bullying program)

This anti-violence program is designed to teach social skills in the areas of empathy, impulse control, and anger management.

- School-Wide Behavior Plan

- Behavior Interventionists through Full Service Schools

- Lunch and Learn Group (group of at risk students will meet once a week for 6 weeks with Guidance counselor for behavior strategies)

- Foundations and CHAMPs Programs are fully implemented and directed by the school-wide Foundations Team

Nutrition Programs

Breakfast in the Classroom – Each student is provided free breakfast each day regardless of their free/reduced lunch status

Housing Programs

N/A

Head Start

N/A

Adult Education

The Title I Parent Resource Center housed at the school offers several educational programs and family training for parents.

Career and Technical Education

N/A

Job Training

N/A

Other
N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Pam Picray	Teacher
Meridith Jespersem	Business/Community
John Mosely	Education Support Employee
Addie Carswell	Parent
Aaron McWilliams	Principal

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

When the SAC met on September 4, 2015, the plan for 2014-15 was reviewed and evaluated. In conjunction with this, goals were set up based on the data for the 2015-16 plan. SAC members weighed in on process and product and were able to review and evaluate goals for improvement.

Development of this school improvement plan

When the Spring Park School Advisory Council met on September 4, 2015 Mr. Aaron McWilliams, Spring Park Principal, attended and explained the SIP writing process. He asked for SAC input for the plan, explained DCPS direction and goals, Spring Park direction and goals, as well as answered questions from SAC members.

Preparation of the school's annual budget and plan

The Schools annual budget is shared and reviewed with our school SAC. This group provides input and determines the allocation of school SAC funds.

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

The use of the budgeted amount of money allotted to the SAC has not yet been determined. This will be discussed at the October meeting. The funds are used to support student in courses and teacher growth. \$100 will be used for teacher incentives and \$300 for student incentives.

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

No

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

In the process of looking at those in the school community who might have the interest to join SAC. Goal of having SAC mirror the makeup of the school. Not there yet.

*Working on PR for SAC (what it is, goal, purpose)

*Attempting to recruit those who are willing and worthy to serve

*Bolster our numbers with direct stakeholders in the community

Literacy Leadership Team (LLT)

Membership:

Name	Title
Cruz-Navarro, Sandra	Instructional Coach
Ellis, Darline	Instructional Coach
Picray, Pam	Instructional Media
Pitman, Monica	Teacher, K-12
Neville, Grace	Teacher, PreK

Duties

Describe how the LLT promotes literacy within the school

Spring Park's Literacy Leadership Team is a team that will encourage a model literate climate that supports effective teaching and learning around all aspects of literacy. Our primary focus will be to include literacy across the curriculum and to focus on school-wide literacy through activities and events. We will meet monthly to collaborate ideas, while planning and implementing a year-long focus calendar. As a team, a huge focus for us this year is to create fun literacy opportunities (assemblies, school-wide celebrations, and field-trips) for students to experience reading in an exciting way. We will align our resources with our PTA and the Parent Involvement Facilitator to increase parental support in this school-wide effort. We hope to build better learners through the love of reading in 2015-16!

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

- * Teachers are provided with common planning time
- * Teachers have PLC time with administrators, coaches and colleagues for PD, data reflection, lesson planning/strategies/development, common assessments, and CGs.
- * Open door policy for communication with administration
- * Collaborative strategies for collegiality with staff development pieces to bolster the effort
- * Professional Development training on early release Wednesday's

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

- University visits to Edward Waters College and UNF proactively for December hires and to jump start prospects in the Spring
- Active participation in district job fairs with competitive signage and recruitment
- Work closely with HR assigned personnel to locate all prospects, including out of state, looking for those best teachers worthy of master practice
- Provide a work environment that is unique as an IB school and promote staff worthy from within
- Designation and promotion as a "destination" school for neighborhood and transfers (IB, word of mouth)
- Provide teachers with common planning within their disciplines
- Teachers are provided with professional development opportunities to implement district initiatives: Academic Coaches, District personnel, State personnel.
- Meet and greet new teachers to acclimate them to our campus
- Professional development featuring the gradual release model, FCIM, Depth of Knowledge, and lesson

study

-Meet with new teachers once a month to ensure that teacher needs are addressed and the necessary accommodations are made

PLC meetings by discipline for sharing of best practices and collaboration:Principal, Academic Coaches, Asst. Principals, Mentors

Professional Development provided through the Schultz Center:Individual personnel

Weekly focused observations with specific feedback on instructional practices and next steps:Principal, Academic Coaches, Asst. Principals, Mentors

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

Ment Teachers: Simmons, Connelly, Spencer, Sullivan, Bojaxhi, Harper, Evenson, and Montalto

Mentors: Ellis, Cannon, Cruz, Bell

First year teachers are assigned to mentors, instructional coaches, designated administrators to assure the highest level of support. Teachers is paired with a mentors from the same discipline in an effort to provide continuing support.

New teachers complete district Mentoring program, Meet with district Cadre, Monthly meetings with mentor/new teacher team at school, and complete IB training.

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

Spring Park ensures the Florida standards aligns with the instructional programs and materials by conducting PLCs with each grade level and coaches. Teachers and Coaches work collaboratively on unpacking the standards to make sure that their lessons are rigorous and coincides with the curriculum.

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

Math and Reading - The school uses data gathered from Performance Matters, including information from i-Ready, CGAs, and FSA scores. We use the data to differentiate Math and Reading centers and teacher-made assessments. Within the core instruction, teachers use data gathered from formative assessments and performance tasks to identify students to work with in a teacher-lead group that focuses on a specific deficiency. Teachers differentiate homework to allow for maximum student growth. Student data is analyzed to groups students based on needs and focus lessons are developed and implemented using that data.

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

Provide struggling students with remediation and enrichment for students performing at mastery level in Reading.

Strategy Rationale

Extended hour provides time to extend learning opportunities for at risk students and enrichment for students performing above mastery.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McWilliams, Aaron, mcwilliamsa@duvalschools.org

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

The students will be given a pre/post assessment to track their progress. the data from the assessments will be utilized to drive instruction.

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

Our school has two Varying Exceptionality classrooms for students ages 3-5, and two Title One classrooms for students age 4. One of the Title One classrooms is also a blended classroom, allowing more advanced VE students to be around their general education peer role models. We are a summer school Pre-K site, parents are invited to Parent Involvement meetings and our Pre-K students/parents receive standard based report cards.

Fifth grade students attend a transition to middle school field trip where they visit our middle school feeder school. They learn about expectations regarding behavior and classes as they meet current middle school students and teachers. Parents are encouraged to attend the middle school orientation via newsletter and flyers.

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

Fifth grade students are presented guidance lessons on careers and college, resulting in the completion of their required individual academic career plans. All students have the opportunity to learn about various careers during our Real People Read Day when students hear about a variety of jobs and hear stories. The morning announcements by the Principal, the Counseling Office, and Teachers talk daily about the importance of college and career.

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.

An analysis of the data clearly indicates that the school is above the norm in 3rd grade reading and below the norm in science. Major lags in performance with respect to our minority students. Bottom 300 in the state status indicates serious academic need across the subject areas- remedied by increased parent involvement, curriculum implementation/actualization with fidelity, effective collaboration, and a community spirit which will lift this campus to greatness.

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.

Insight data reveals serious campus morale issues (bottom 12%)

PLC meeting need to be focused and conducted with fidelity (student centered/data)

Meaningful walkthroughs for teacher, and therefore, student improvement (CAST, walkthroughs, follow-up)

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 increase the effectiveness and use of school-wide rituals and routines then we will decrease the number of behavioral referrals and increase overall campus and community morale.
- G2.** If we increase the effectiveness with which all teachers differentiate standards-based reading instruction using the gradual release of responsibility model to meet the needs of every student on a daily basis, in harmony with the full implementation of the curriculum, with fidelity, then we will see gains in overall student achievement.
- G3.** If we improve students' critical thinking skills with guidance and support of the instructional staff through higher order thinking activities and questioning strategies, with fidelity, then we will see broad gains in student achievement.
- G4.** If we conduct grade level collaboration to disaggregate and discuss data to identify achievement gaps in all content areas, then we will see overall improvement in teaching processes and broad gains in student improvement.

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 increase the effectiveness and use of school-wide rituals and routines then we will decrease the number of behavioral referrals and increase overall campus and community morale. 1a

G071756

Targets Supported 1b

Indicator	Annual Target
	315.0

Resources Available to Support the Goal 2

- Team specifically setup for HERO for guidance; incentives from HERO program. School Counselor, Full Service Center
- Wrap-around services offered to families. Identify night and evening programs to meet the needs of academics and parental support and implement. Scheduled parent conference times that are meaningful.

Targeted Barriers to Achieving the Goal 3

- First year of the HERO program; fidelity assurance. Finding appropriate ways to meet the needs of our varied populations.

Plan to Monitor Progress Toward G1. 8

HERO data. Referrals through FOCUS. Climate surveys. Gallup.

Person Responsible

N'Deeo Hicks

Schedule

Quarterly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Tracking of referral data for review. Survey data . Anecdotal input. Tracking of parental participation and conference data. PTA increase/decrease.

G2. If we increase the effectiveness with which all teachers differentiate standards-based reading instruction using the gradual release of responsibility model to meet the needs of every student on a daily basis, in harmony with the full implementation of the curriculum, with fidelity, then we will see gains in overall student achievement. 1a

 G071757

Targets Supported 1b

Indicator	Annual Target
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AMO Reading - All Students

Resources Available to Support the Goal 2

- Early Release Professional Development
- PLC time with Reading Coach
- Reading Interventionist Tier II and III groups
-

Targeted Barriers to Achieving the Goal 3

- Lack of curriculum clarity
- Lack of understanding of where students are academically
- Lack of use of effective instructional delivery approaches

Plan to Monitor Progress Toward G2. 8

Data from walkthroughs and coaches interventions will be collected to determine progress.

Person Responsible

N'Deeo Hicks

Schedule

On 5/26/2016

Evidence of Completion

Notes from debriefs from teachers, coaches, and administration team.

G3. If we improve students' critical thinking skills with guidance and support of the instructional staff through higher order thinking activities and questioning strategies, with fidelity, then we will see broad gains in student achievement. 1a

G071758

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

Resources Available to Support the Goal 2

- Administrative support
- School Based Coaches
- District Based Coaches
- Program Materials
- District Curriculum Guides

Targeted Barriers to Achieving the Goal 3

- Instructional rigor and student engagement is not at the cognitive complexity level that promotes critical thinking.
- Teachers clear understanding of how to align CCSS and grade level expectations with delivery of higher level instruction that include use of Blooms Taxonomy and/or Webbs Depth of Knowledge.

Plan to Monitor Progress Toward G3. 8

Administration Team and Teachers will look at student work to see if the students are being successful with more rigorous work.

Person Responsible

N'Deeo Hicks

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Assessments such as i-Ready, CGA, and Walk-throughs

G4. If we conduct grade level collaboration to disaggregate and discuss data to identify achievement gaps in all content areas, then we will see overall improvement in teaching processes and broad gains in student improvement. 1a

 G071759

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- 1. Classroom teachers 2. District Specialists 3. School Based Coaches 4. Program Materials 5. District Curriculum Guides 6. Administrative support

Targeted Barriers to Achieving the Goal 3

- Teachers having time to look at data.
- Lack of understanding of how to disaggregate data.

Plan to Monitor Progress Toward G4. 8

Monitor DAR, iReady and data collection.

Person Responsible

Sandra Cruz-Navarro

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Data Chats with Teachers, Common Planning Minutes, Data Notebook

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

G2. If we increase the effectiveness with which all teachers differentiate standards-based reading instruction using the gradual release of responsibility model to meet the needs of every student on a daily basis, in harmony with the full implementation of the curriculum, with fidelity, then we will see gains in overall student achievement. **1**

 **G071757**

G2.B1 Lack of curriculum clarity **2**

 **B187080**

G2.B1.S1 Teachers will adhere to Curriculum Guides to ensure that all performance standards are covered in the allotted time frame; use of new curriculum with fidelity. **4**

 **S198510**

Strategy Rationale

Support for new teachers provided by an appointed mentor/team leader.

Action Step 1 **5**

Meet with individual teachers or small groups to monitor and support the use of standard-based reading instruction and the gradual release of responsibility.

Person Responsible

Sandra Cruz-Navarro

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Weekly debrief between Reading Coach, Admin, and teachers.

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

Direct observation of coaching sessions, model lessons, and co-teaching delivered by coaches.

Person Responsible

Sandra Cruz-Navarro

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Notes from debrief from coaches and administration.

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

Observations of standard-based reading instruction and gradual release responsibility model during classroom walkthrough.

Person Responsible

Aaron Mcwillams

Schedule

Quarterly, from 9/8/2015 to 5/26/2016

Evidence of Completion

Notes from debriefs from teachers, coaches, and administration team walkthroughs.

G2.B1.S2 Teachers will focus on providing a balanced literacy program: small-group instruction and differentiation strategies will be used daily. 4

 S198511

Strategy Rationale

Teachers will participate in professional development opportunities to understand a balanced literacy program.

Action Step 1 5

Provide in professional development on how to implement a balanced literacy program.

Person Responsible

Aaron Mcwillams

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Common Planning Time Meeting Minutes, Lesson Plans

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

Monitoring of lesson plans to ensure that there are evidence of balanced instruction that meets individual and small group needs.

Person Responsible

Pam Bradley Pierce

Schedule

On 5/29/2015

Evidence of Completion

Lesson Plans, Small Group Instruction Templates

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

Monitoring of implementation of balanced literacy programs.

Person Responsible

Darline Ellis

Schedule

On 5/29/2015

Evidence of Completion

Lesson Plans, Small Group Instruction Templates, Student's Work Samples

G2.B2 Lack of understanding of where students are academically 2

 B187081

G2.B2.S1 Teachers will use data obtained from state and school assessments such CGA Assessments, I-ready, and DAR, to assess student progress, focus instructional planning, and differentiate based on need. 4

 S198512

Strategy Rationale

Teachers will use i-Ready, Achieve 3000, and Write to Learn for focus in instructional planning and differentiate instruction.

Action Step 1 5

Meet with teachers to disaggregate data from state and schools assessments.

Person Responsible

N'Deoo Hicks

Schedule

On 5/27/2016

Evidence of Completion

PLC's analysis of data assessment

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

Plan PLC's time to analyze information from assessments and develop an intervention plan.

Person Responsible

Sandra Cruz-Navarro

Schedule

On 5/26/2016

Evidence of Completion

Template with standards to be addressed based on the data.

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

Data chats and how differentiated groups are determined by teacher

Person Responsible

Aaron Mcwillams

Schedule

Biweekly, from 9/8/2015 to 5/26/2016


Evidence of Completion

Organization and use of data notebook

G3. If we improve students' critical thinking skills with guidance and support of the instructional staff through higher order thinking activities and questioning strategies, with fidelity, then we will see broad gains in student achievement. 1

 G071758

G3.B1 Instructional rigor and student engagement is not at the cognitive complexity level that promotes critical thinking. 2

 B187084

G3.B1.S1 Conduct professional development through various avenues, i.e., FDLRS Crown, to address Rigor in the classroom. 4

 S198514

Strategy Rationale

Teachers need to have clarity on what Rigor is and looks like in the classroom. With modeling and training teachers can feel confident that their lessons are aligned with higher order thinking.

Action Step 1 5

Meet with teachers to conduct a needs survey for professional development of the topic of Rigor in the Classroom.

Person Responsible

Sandra Cruz-Navarro

Schedule

On 5/27/2016

Evidence of Completion

Surveys will help prescribe differentiated professional development for teachers.

Action Step 2 5

Conduct training with teachers on Rigor

Person Responsible

Sandra Cruz-Navarro

Schedule

Quarterly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Administration will conduct walk through with a focus on lessons, instruction and student work to see evidence of Rigor training.

Action Step 3 5

Follow-up training and planning in grade level PLCs.

Person Responsible

Sandra Cruz-Navarro

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Lesson plans created in PLC and instructional delivery

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

Classroom Walk through with a focus on Rigor. Teachers will be give feedback.

Person Responsible

N'Deeo Hicks

Schedule

Biweekly, from 9/8/2015 to 5/26/2016

Evidence of Completion

Lesson plans, delivery of instruction and student work

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

Teachers will look at data and determine next steps for lesson planning, instruction, and activities.

Person Responsible

N'Deeo Hicks

Schedule

Biweekly, from 9/8/2015 to 5/26/2016

Evidence of Completion

Data from i-Ready, CGA, Achieve 3000 and teacher made assessments.

G3.B1.S2 Develop student centered classrooms where the teacher intentionally creates engaging lessons and activities that encourage students to grapple with challenging content individually and collaboratively. 4

 S198515

Strategy Rationale

Classrooms where teachers act as facilitators will promote students taking ownership of their own learning and independence.

Action Step 1 5

Technical assistance- ongoing.

Person Responsible

Aaron Mcwillams


Schedule

On 5/27/2016


Evidence of Completion

Data sources; CGA's, State data, I-ready, achieve

G3.B2 Teachers clear understanding of how to align CCSS and grade level expectations with delivery of higher level instruction that include use of Blooms Taxonomy and/or Webbs Depth of Knowledge. 2

 B187085

G3.B2.S1 Teachers will unpack each Florida Common Standard at grade level PLC and align lessons with Blooms Taxonomy and/or Webbs DOK questioning 4

 S198516

Strategy Rationale

With the knowledge of how to infuse questioning at higher levels using Blooms and Webbs, teachers will increase the rigor of instructional delivery, student lessons and questioning skills.

Action Step 1 5

Meet with common grade level teachers to review Florida Standards in conjunction with new curriculum in reading, math and science with a focus on questioning and critical thinking task.

Person Responsible

Aaron Mcwillams

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Lesson Plans and student work; discussions with Teachers

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

Walk through focusing on lesson delivery and student outcomes and artifacts (work) specific to Webbs and Blooms questioning .

Person Responsible

Aaron Mcwillams

Schedule

Biweekly, from 9/8/2015 to 5/26/2016

Evidence of Completion

Notes from debriefing with Administration Team to include Reading Coach and Reading Interventionist.

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

Instructional lesson plans and delivery

Person Responsible

N'Deeo Hicks

Schedule

Biweekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Evidence of student work and students answering higher order questioning during instructional time.

G4. If we conduct grade level collaboration to disaggregate and discuss data to identify achievement gaps in all content areas, then we will see overall improvement in teaching processes and broad gains in student improvement. 1

 G071759

G4.B1 Teachers having time to look at data. 2

 B187086

G4.B1.S1 Teachers will use data obtained from state and school assessments such as CGA's, I-ready, and DAR to assess student progress, focus instructional planning, and differentiate based on need during common planning and PLC's. 4

 S198517

Strategy Rationale

Teachers will be able to match instruction with individual students- differentiation.

Action Step 1 5

Teachers will participate in professional development on how to look at data from Performance Matters, iReady, and DAR.

Person Responsible

Darline Ellis

Schedule

Quarterly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Data Chat debriefs, Data Notebook, Walk-throughs

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

Providing professional development training on how to retrieve data.

Person Responsible

Darline Ellis

Schedule

On 5/26/2016

Evidence of Completion

Data chats with teachers to ensure the use of data in instruction.

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

A schedule of data chats will be created and evidence of it use through classroom instruction.

Person Responsible

N'Deeo Hicks


Schedule

On 5/26/2016


Evidence of Completion

Monitoring Data Notebooks, evidence of student's group according to data , data chats, monitoring from coaches

G4.B2 Lack of understanding of how to disaggregate data. 2

 B187087

G4.B2.S1 Provide professional development on how to retrieve, analyze, and incorporate data into daily instruction. 4

 S198518

Strategy Rationale

Participate in professional development on how to retrieve, analyze, and incorporate data into daily instruction.

Action Step 1 5

Devote professional development time to the topic of data-informed decision making.

Person Responsible

Darline Ellis

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Observation records, Data Notebooks, meeting, notes, student assessment results, data walls

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

Teachers will apply information learned about disaggregating data and discuss what works during meeting with coaches and administration team.

Person Responsible

N'Deeo Hicks

Schedule

Biweekly, from 9/8/2015 to 5/26/2016

Evidence of Completion

Data Notebook, Walkthrough documents, notes of debriefs during meeting with coaches and teachers

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

This will be monitored via common planning, classroom walkthroughs and feedback to teachers.

Person Responsible

Sandra Cruz-Navarro

Schedule

Biweekly, from 9/8/2015 to 5/26/2016

Evidence of Completion

Data meetings will be held to monitor assessment data.

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
G2.B1.S1.A1	Meet with individual teachers or small groups to monitor and support the use of standard-based reading instruction and the gradual release of responsibility.	Cruz-Navarro, Sandra	9/8/2015	Weekly debrief between Reading Coach, Admin, and teachers.	5/27/2016 biweekly
G2.B1.S2.A1	Provide in professional development on how to implement a balanced literacy program.	McWilliams, Aaron	9/8/2015	Common Planning Time Meeting Minutes, Lesson Plans	5/27/2016 monthly
G2.B2.S1.A1	Meet with teachers to disaggregate data from state and schools assessments.	Hicks, N'Deoo	9/8/2015	PLC's analysis of data assessment	5/27/2016 one-time
G3.B1.S1.A1	Meet with teachers to conduct a needs survey for professional development of the topic of Rigor in the Classroom.	Cruz-Navarro, Sandra	9/8/2015	Surveys will help prescribe differentiated professional development for teachers.	5/27/2016 one-time
G3.B1.S2.A1	Technical assistance- ongoing.	McWilliams, Aaron	9/8/2015	Data sources; CGA's, State data, I-ready, achieve	5/27/2016 one-time
G3.B2.S1.A1	Meet with common grade level teachers to review Florida Standards in conjunction with new curriculum in reading, math and science with a focus on questioning and critical thinking task.	McWilliams, Aaron	9/8/2015	Lesson Plans and student work; discussions with Teachers	5/27/2016 biweekly
G4.B1.S1.A1	Teachers will participate in professional development on how to look at data from Performance Matters, iReady, and DAR.	Ellis, Darline	9/8/2015	Data Chat debriefs, Data Notebook, Walk-throughs	5/27/2016 quarterly
G4.B2.S1.A1	Devote professional development time to the topic of data-informed decision making.	Ellis, Darline	9/8/2015	Observation records, Data Notebooks, meeting, notes, student assessment results, data walls	5/27/2016 monthly
G3.B1.S1.A2	Conduct training with teachers on Rigor	Cruz-Navarro, Sandra	9/8/2015	Administration will conduct walk through with a focus on lessons, instruction and student work to see evidence of Rigor training.	5/27/2016 quarterly
G3.B1.S1.A3	Follow-up training and planning in grade level PLCs.	Cruz-Navarro, Sandra	9/8/2015	Lesson plans created in PLC and instructional delivery	5/27/2016 biweekly
G1.MA1	HERO data. Referrals through FOCUS. Climate surveys. Gallup.	Hicks, N'Deoo	10/1/2015	Tracking of referral data for review. Survey data . Anecdotal input. Tracking	5/27/2016 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
				of parental participation and conference data. PTA increase/decrease.	
G2.MA1	Data from walkthroughs and coaches interventions will be collected to determine progress.	Hicks, N'Deoo	9/8/2015	Notes from debriefs from teachers, coaches, and administration team.	5/26/2016 one-time
G2.B1.S1.MA1	Observations of standard-based reading instruction and gradual release responsibility model during classroom walkthrough.	McWilliams, Aaron	9/8/2015	Notes from debriefs from teachers, coaches, and administration team walkthroughs.	5/26/2016 quarterly
G2.B1.S1.MA1	Direct observation of coaching sessions, model lessons, and co-teaching delivered by coaches.	Cruz-Navarro, Sandra	9/8/2015	Notes from debrief from coaches and administration.	5/27/2016 monthly
G2.B2.S1.MA1	Data chats and how differentiated groups are determined by teacher	McWilliams, Aaron	9/8/2015	Organization and use of data notebook	5/26/2016 biweekly
G2.B2.S1.MA1	Plan PLC's time to analyze information from assessments and develop an intervention plan.	Cruz-Navarro, Sandra	9/8/2015	Template with standards to be addressed based on the data.	5/26/2016 one-time
G2.B1.S2.MA1	Monitoring of implementation of balanced literacy programs.	Ellis, Darline	9/8/2014	Lesson Plans, Small Group Instruction Templates, Student's Work Samples	5/29/2015 one-time
G2.B1.S2.MA1	Monitoring of lesson plans to ensure that there are evidence of balanced instruction that meets individual and small group needs.	Bradley Pierce, Pam	9/8/2014	Lesson Plans, Small Group Instruction Templates	5/29/2015 one-time
G3.MA1	Administration Team and Teachers will look at student work to see if the students are being successful with more rigorous work.	Hicks, N'Deoo	9/8/2015	Assessments such as i-Ready, CGA, and Walk-throughs	5/27/2016 biweekly
G3.B1.S1.MA1	Teachers will look at data and determine next steps for lesson planning, instruction, and activities.	Hicks, N'Deoo	9/8/2015	Data from i-Ready, CGA, Achieve 3000 and teacher made assessments.	5/26/2016 biweekly
G3.B1.S1.MA1	Classroom Walk through with a focus on Rigor. Teachers will be give feedback.	Hicks, N'Deoo	9/8/2015	Lesson plans, delivery of instruction and student work	5/26/2016 biweekly
G3.B2.S1.MA1	Instructional lesson plans and delivery	Hicks, N'Deoo	9/8/2015	Evidence of student work and students answering higher order questioning during instructional time.	6/1/2016 biweekly
G3.B2.S1.MA1	Walk through focusing on lesson delivery and student outcomes and artifacts (work) specific to Webbs and Blooms questioning .	McWilliams, Aaron	9/8/2015	Notes from debriefing with Administration Team to include Reading Coach and Reading Interventionist.	5/26/2016 biweekly
G4.MA1	Monitor DAR, iReady and data collection.	Cruz-Navarro, Sandra	9/8/2015	Data Chats with Teachers, Common Planning Minutes, Data Notebook	5/27/2016 monthly
G4.B1.S1.MA1	A schedule of data chats will be created and evidence of it use through classroom instruction.	Hicks, N'Deoo	9/8/2015	Monitoring Data Notebooks, evidence of student's group according to data , data chats, monitoring from coaches	5/26/2016 one-time
G4.B1.S1.MA1	Providing professional development training on how to retrieve data.	Ellis, Darline	9/8/2015	Data chats with teachers to ensure the use of data in instruction.	5/26/2016 one-time
G4.B2.S1.MA1	This will be monitored via common planning, classroom walkthroughs and feedback to teachers.	Cruz-Navarro, Sandra	9/8/2015	Data meetings will be held to monitor assessment data.	5/26/2016 biweekly
G4.B2.S1.MA1	Teachers will apply information learned about disaggregating data and discuss what works during meeting with coaches and administration team.	Hicks, N'Deoo	9/8/2015	Data Notebook, Walkthrough documents, notes of debriefs during meeting with coaches and teachers	5/26/2016 biweekly

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.

Technical Assistance Items

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

Budget

Budget Data

1	G2.B1.S1.A1	Meet with individual teachers or small groups to monitor and support the use of standard-based reading instruction and the gradual release of responsibility.				\$0.00
2	G2.B1.S2.A1	Provide in professional development on how to implement a balanced literacy program.				\$0.00
3	G2.B2.S1.A1	Meet with teachers to disaggregate data from state and schools assessments.				\$0.00
4	G3.B1.S1.A1	Meet with teachers to conduct a needs survey for professional development of the topic of Rigor in the Classroom.				\$0.00
5	G3.B1.S1.A2	Conduct training with teachers on Rigor				\$0.00
6	G3.B1.S1.A3	Follow-up training and planning in grade level PLCs.				\$0.00
7	G3.B1.S2.A1	Technical assistance- ongoing.				\$1,816.32
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0721 - Spring Park Elementary School	School Improvement Funds	1.0	\$1,816.32
			Notes: As stated in doc.			
8	G3.B2.S1.A1	Meet with common grade level teachers to review Florida Standards in conjunction with new curriculum in reading, math and science with a focus on questioning and critical thinking task.				\$0.00
9	G4.B1.S1.A1	Teachers will participate in professional development on how to look at data from Performance Matters, iReady, and DAR.				\$0.00
10	G4.B2.S1.A1	Devote professional development time to the topic of data-informed decision making.				\$0.00
Total:						\$1,816.32