

Duval County Public Schools

Gregory Drive Elementary School



2015-16 School Improvement Plan

Gregory Drive Elementary School

7800 GREGORY DR, Jacksonville, FL 32210

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	72%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	81%

School Grades History

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

**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

Our Mission:

To provide every student with the tools that will allow them to gain understanding to enhance their knowledge at every level and in every area of the curriculum.

Provide the school's vision statement

Our Vision:

At Gregory Drive Elementary our vision is for every student to be inspired to learn, achieve and succeed. It is our goal to prepare students 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 and builds relationships by completing student surveys and student information sheets. The teachers use this information to obtain prior knowledge of the students they will be teaching. Gregory Drive welcomes students, parents and the community to student orientations, Open House, parent workshops and family nights. We have a multicultural library that encompasses a variety of cultures utilizing authentic literature. Teachers can use this literature within their classrooms. Our school counselor, leadership team and teachers meet with students and parents to increase students' growth in behavior, academics and character development.

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

We strive to create a culture that allows our students to feel safe and respected. Our student council is the most representative and powerful avenue for our students to have a voice. The student council allows students to build respect and support to all students, by being aware of student needs and opinions. We work to create an environment in which responsible reporting is expected of students and teachers.

Before School:

- Students are monitored and supervised in an assigned area according to grade level
- Some students also attend extended day

During School:

- Students are greeted each morning by a teacher and provided breakfast.
- School wide buddy system and Hall Pass system is monitored
- Monitors and a full time security officer are put in place to ensure the safety of all students
- Counseling is available and students are able to receive services with the guidance counselor (i.e. counseling, positive behavior strategies, etc.)
- Administration has a hands-on approach and open door policy which allows students to feel comfortable with talking to them about their concerns.

After School

- Students are accompanied by an adult safely to the bus zone, walkers zone and car rider zone.
- Students participate in Extended Day
- Students participate in teacher sponsored clubs (Tinikling, Chorus & Art)

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

Gregory Drive Elementary School applies a school-wide positive behavior intervention system (PBIS) which includes:

CLASSROOM MANAGEMENT PLAN:

Appropriate behavior is expected of all students. The DCPS Elementary Code of Student Conduct is used as a guide to make all disciplinary actions. As a school we have implemented a standardized classroom management plan in Kindergarten through Grade 5. This plan provides a visual reminder to students of the rewards for appropriate behaviors. The plan is as follows:

- Every classroom will maintain a color coded PBS Clip Chart. All charts should be accessible and visible to all students.
- With the clip chart, all students start in the middle level 'Ready to Learn'. Starting our students at this level, gives them an opportunity to work their way up to an outstanding day.
- If a student makes choices that are contrary to the Code of Student Conduct, the student will be asked in an unnoticeable manner to move their clothespin down one level. ABSOUTELY NO ATTENTION should be given to students that are asked to move down a level or two.
- Any student asked to move his/her clothespin down a level or two will have an opportunity to improve their behavior and see their clothespin rise to a better level.
- Each student will have an student planner that will have a calendar inside. At the end of the day, teachers will sign the student's planner/calendar according to their behavior for the day. The parent will sign the calendar each night and the teacher will check it each day.

Other clear behavioral expectations and school-wide rules are listed below:

1. Follow directions the first time
2. Raise your hand for permission to speak.
- 3.. Raise your hand for permission to leave your seat.
4. Make smart choices!

Training for school personnel:

1. CHAMPs training will be offered to all teachers as needed.
2. All teachers and staff will be trained with how to apply the PBIS System.
3. New teachers and teachers who need a refresher will be trained by classroom rituals, routines and class behavior management.

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

The school ensures that the social-emotional needs of our students are being met. Having a system in place allows the school counselor to play an active role in communicating to teachers the needs of all students. We also ensure that classrooms are a place in which children feel safe and accepted. If a student have additional needs, they are referred to the guidance counselor. The school counselor may refer the student to outside services including Full Service Schools, which provides free mental health counseling to students and their families.

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

-Gregory Drive's Early Warning System includes a collaborative and coordinated effort with the School

Counselor, Administration, Staff, and Teachers. Any of the listed members can refer a student for consideration for tracking. Our Early Intervention system include the following:

- AIT team consist of an administrator, school counselor and the school's truancy officer. The school counselor will generate an attendance report every 30 days that indicates students in violation of the attendance code.
- Rtl team analyzes data to create an Rtl plan for students who are in need of Tier II & Tier III interventions.
- Our Instructional interventionists (reading and math)- will support Tier III students (DAR TTS, Barton & iReady curriculum).
- Reading coaches support Tier II students
- Paraprofessionals will also support Tier II students using the Common Core I-Ready materials.
- School-wide use of Positive Behavior System will promote positive behavior and interactions amongst students and staff.

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

- Differentiated instruction will be applied to provide additional support for Tier II & Tier III students in Math, Reading & Science.
- Behavior Contracts
- Leveled Literacy Intervention (LLI)
- ESE teachers will work with students in small groups.
- Ready Common Core small groups (Reading and Math)
- Achieve 3000
- Barton Reading and Spelling for Tier III students based on Blended Learning data.
- iReady Reading and Math
- Reading and Math Interventionists will work with Tier III students in small groups.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Please see Parental Involvement Plan.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school will establish partnerships with local businesses and community by offering workshops and family oriented events that encourage them to be involved at the school. The school will continue to create a working relationship with our faith based partners.

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
Tucker, Detra	Principal
Malpress, Teslin	Assistant Principal
Bryant, Zandra	Instructional Coach
Matthew, Alicia	Instructional Coach
hartigank, Katheryn	Instructional Coach
henderson, Alicia	Other
bentley, Nicole	Other

Duties

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

The School Leadership Team (SLT) meets daily to review data and link it to instructional decisions. The team will also regularly collaborate, problem solve, share effective practices, and practice new processes and skills. Each member of the SLT is responsible for over-seeing a content PLC. During the PLC's, lessons are planned, data is analyzed, student work is analyzed, and standards are unpacked. Also, action plans are put in place to ensure that processes are implemented and carried out with fidelity.

Detra Tucker - Principal K-5 Reading & Science

Teslin Malpress- Assistant Principal K-5 Math

Zandra Bryant - Reading PLC Chair

Katheryn Hartigan- Math PLC Chair

Alicia Matthew - Science PLC Chair

Alicia Henderson- Writing PLC

Nicole Bentley- Jackson - Math PLC

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

Title I funds were used to purchase additional academic support positions: Reading Interventionist, Math Interventionist, one additional full time paraprofessional, one additional part time paraprofessional. Additional funds will be used to purchase classroom materials including guided reading books and to provide professional development for teacher's on best practices and effective instructional strategies. In addition, these funds are used to provide extended learning activities for students, particularly Saturday School which will be implemented in the Spring.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Detra Tucker	Principal
Joe'e Watkins	Parent
Gina Wise	Parent
Mariyln Fenton Harmer	Teacher
James Gandy	Business/Community
Debby Wingo	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

SAC reviewed the plan and provided input as a group.

Development of this school improvement plan

The SAC reviewed the SIP and provided input and suggestions for school improvement. The SAC committee is involved in the revision process of the SIP. The focus will be to ensure that the SIP goals are attainable and accountability is through out the process.

Preparation of the school's annual budget and plan

School uses the district's allocation model. SAC will assist the school in making critical decisions as it relates to personnel and resources for the school.

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

Last year the projected use of the school improvement funds were: Incentives for students participating in Saturday School, purchasing enhancement materials for reading (including carpets needed for centers), math manipulatives/activities needed to promote/incorporate our school theme of Science, Technology, Engineering and Math (STEM).

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
Tucker, Detra	Principal
Bryant, Zandra	Instructional Coach
Matthew, Alicia	Instructional Coach
henderson, Alicia	Other

Duties

Describe how the LLT promotes literacy within the school

- Literacy Week (Drop everything & read, mystery readers, favorite story book character, pop-up for poetry)
- Science will incorporate reading strategies in lessons
- Reading data Chats
- Common planning
- Professional development
- Books of the Month
- 25 Book/ 1 Million Word initiative
- Differentiated learning reading centers
- Small Group Instruction
- Achieve 3000 will be implemented in grades 3-5
- Science teachers attend reading common planning
- Professional book study
- Model reading classrooms
- iReady implemented in grades K-2
- Parent literacy night (promoting effective and literacy strategies)

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

The school's culture is to encourage positive working relationships between teachers for collaborative planning. All classroom teachers are provided common planning weekly. Common planning is used for content focus on lesson planning, data analysis, tiered instruction, interventions, and delivering lessons with fidelity.

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

The leadership team will screen candidates by reviewing resumes for interviews. Applicants are required to complete a mock lesson and an interview is conducted. The applicant's references are contacted. In addition, administration verifies the applicant's certification and highly qualified status.

New teachers are placed in the MINT program and are supported by mentor teachers. The new teacher and mentor meet weekly. Administrations meets with new teachers and teachers new to the school community monthly to discuss procedures and processes.

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

Each new teacher to Gregory Drive Elementary receives a mentor. The mentor is paired based upon their knowledge and teaching background.

- Mentees and mentors meet weekly.
 - Mentors observe and coach mentees.
 - Mentees are paired with experienced teachers on grade level.
- 4th grade: Aaron Wilson (mentee) - Teresa Maiwald (mentor)
3rd grade: Greta Edgerton (mentee)- Alicia Matthew (mentor)
2nd grade: Michael Flanagan (mentee) - Christine Bryan (mentor)
1st grade: Lesley Smith (mentee) - Alicia Henderson (mentor)
Kindergarten: Tammy Simmons (mentee)- Zandra Bryant (mentor)

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 administration ensures that the core instructional programs and materials are aligned to Florida standards by completing classroom walk-throughs, instructional reviews and observations. After classroom walkthroughs, written feedback and/or face-to-face feedback is given. The administration follows-up with the teachers to ensure that the next steps have been completed.

- Science, reading and math common planning is conducted weekly guided by the coaches and administration.
- Blended Learning is implemented in all classrooms
- Differentiated learning centers are implemented in all content areas.
- Tier II and Tier III support are provided by coaches, interventionists and paraprofessionals.
- Teachers were provided with the necessary resources and materials to plan and teach lessons.

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

Each teacher is expected to implement small group, differentiated instruction every day.

Administration, coaches, interventionists and teachers work collaboratively to analyze data through common planning and PLCs.

- Differentiated learning centers daily.
- Push in support Tier II, coaches support and paraprofessional support.
- Tier III- interventionists support
- Professional data chats.
- Rtl problem solving team meets regularly to discuss and plan appropriate interventions to meet diverse needs of students.
- Students with IEPs receive accommodations and additional services documented on their IEPs.

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: Weekend Program

Minutes added to school year: 1,620

Saturday School will be open in the Spring to all 3rd-5th grade students. During Saturday School, third grade students receive additional reading and math instruction. Fourth grade students receive additional reading, math and writing instruction. Fifth grade students receive additional reading, math and science instruction. Classroom size is capped at 15.

Strategy Rationale

The rationale is to increase student proficiency in the core academic instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Malpress, Teslin, malpresst@duvalschools.org

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

Data from the teacher made assessments and district assessments will be used to determine the target focus in Saturday School. The administration, teachers and coaches will collaboratively plan lessons that are engaging for students.

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

During pre-planning an orientation is held for students and parents to acclimate them to Gregory Drive Elementary and communicate school expectations.

During the first 45 days of enrollment, Kindergarten students are given an assessment: Florida Kindergarten Readiness Assessment (FLKRS). The data from these assessments is used to group students for differentiated instruction and to provide immediate intensive intervention (iii).

Toward the end of the school year, we will invite area day care providers to visit our school to give upcoming kindergartners a preview of our school.

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

-College week was implemented school wide in October.

-Career fair will be implemented by leadership team and guidance counselor

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

Our fifth graders will be provided information to encouraged them to attend the district's School Choice Fair in January 2016. Support will be given to students to help them make decisions about career choices when choosing a middle school/ high school.

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

Gregory Drive will prepare all students to be ready for middle school. We will continue to place emphasis on instructional practices to ensure that all students are proficient in all content areas. In order to prepare our students for transitional practices in middle school and high school, grades 2nd-5th are departmentalized at Gregory Drive Elementary.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers utilize data to plan structured differentiated centers based on student learning needs then we will see an increase in reading proficiency.
- G2.** If teachers utilize data to plan structured differentiated centers based on student learning needs then we will see an increase in math proficiency.
- G3.** If teachers utilize data to plan structured science activities based on student learning needs then we will see an increase in science proficiency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers utilize data to plan structured differentiated centers based on student learning needs then we will see an increase in reading proficiency. 1a

 G071797

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	51.0

Resources Available to Support the Goal 2

- Weekly common planning with reading coaches and administrators.
- Planning with the focus on the implementation of core instruction and rigorous differentiated learning centers.
- Participate in PLCs and professional development to learn specific instructional strategies.
- Professional learning data chats with coaches and administration.

Targeted Barriers to Achieving the Goal 3

- Ineffective and inconsistent planning practices.
- Inability to appropriately align the core standards with rigorous differentiated learning centers.
- Lack of knowledge of the instructional strategies necessary to meet the needs of Tier II & Tier III students.
- Deficiency in understanding how to collect, analyze and utilize the data as an ongoing progress monitoring tool.

Plan to Monitor Progress Toward G1. 8

i-Ready, Achieve 3000, classroom assessments

Person Responsible

Detra Tucker

Schedule

Biweekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Evidence of completion will include teachers' lesson plans, differentiated center plans, student tasks that are tiered and based on student data, as well as students' progress toward meeting mastery.

G2. If teachers utilize data to plan structured differentiated centers based on student learning needs then we will see an increase in math proficiency. 1a

G071798

Targets Supported 1b

Indicator	Annual Target
Math Gains	51.0

Resources Available to Support the Goal 2

- Weekly common planning with reading coaches and administrators.
- Planning with the focus on the implementation of core instruction and rigorous differentiated learning centers.
- Participate in PLCs and professional development to learn specific instructional strategies.
- Professional learning data chats with coaches and administration.

Targeted Barriers to Achieving the Goal 3

- Ineffective and inconsistent planning practices which does not include instructional strategies necessary to meet the needs of Tier II & Tier III students.
- Deficiency in understanding how to collect, analyze and utilize the data as an ongoing progress monitoring tool.

Plan to Monitor Progress Toward G2. 8

I-Ready Math and classroom assessments

Person Responsible

Detra Tucker

Schedule

Biweekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Evidence of completion will include teachers' lesson plans, differentiated center plans, student tasks that are tiered and based on student data, as well as students' progress toward meeting mastery.

G3. If teachers utilize data to plan structured science activities based on student learning needs then we will see an increase in science proficiency. 1a

G071799

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

Resources Available to Support the Goal 2

- Blended learning resources (Gizmos and Achieve 3000 articles)
- Weekly common planning with reading coaches and administrators.
- Planning with the focus on the implementation of core instruction and rigorous differentiated learning centers.
- Incorporate Weekly Science Exploration Fridays for Grades 2-5
- Professional learning data chats with coaches and administration.

Targeted Barriers to Achieving the Goal 3

- Students lack mastery of prerequisite skills and exposure to hands on investigations from previous grade levels.
- Inconsistent planning and implementation of the science curriculum

Plan to Monitor Progress Toward G3. 8

District wide assessments, student interactive journals, teacher made assessments, student lab investigations and Achieve 3000 science article completions.

Person Responsible

Detra Tucker

Schedule

Quarterly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Increase in science proficiency on district wide assessments and teacher made assessments.

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 utilize data to plan structured differentiated centers based on student learning needs then we will see an increase in reading proficiency. **1**

 **G071797**

G1.B1 Ineffective and inconsistent planning practices. **2**

 **B187173**

G1.B1.S1 Coaches and administration will provide weekly common planning. **4**

 **S198624**

Strategy Rationale

To ensure that teachers are better prepared for the delivery of the lesson.

Action Step 1 **5**

Reading Coach, with Administration and Specialist support, will model the entire process for the preparation on lesson planning by demonstrating the “thinking” process through annotating notes, highlighting and/or sticky notes beginning October 5, 2015

Reading Coach will give follow-up support through the coaching cycles for selective teachers which includes the planning and the modeling of the “thinking process” beginning October 12, 2015.

Prior to common planning, teachers will come prepared by pre-reading their core lessons. This will include questions for the lesson, demonstrating the students expected responses, and identifying where the students need academic support, beginning on October 19, 2015.

Person Responsible

Zandra Bryant

Schedule

Weekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Evidence will include teachers' lesson plans and differentiated small group plans.

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

Fidelity of the meetings will be monitored via the meeting minutes submitted to administration after the meetings, as well as the attendance of the administration and coaches.

Person Responsible

Zandra Bryant

Schedule

Weekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Evidence of the implementation will be captured via discussions with the administration team and anecdotal notes taken by administration and coaches as they monitor.

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

Monitoring of effectiveness will include tracking the progress of the students data, instructional rounding, data meetings, common planning agendas, coaches reflections and walk-throughs.

Person Responsible

Detra Tucker


Schedule

Weekly, from 10/5/2015 to 6/10/2016


Evidence of Completion

Coaches log, classroom assessment data, lesson plans incorporating the strategies, observation notes.

G1.B2 Inability to appropriately align the core standards with rigorous differentiated learning centers. 2

 B187174

G1.B2.S1 Plan with a focus on unpacking the standards of core curriculum. 4

 S198625

Strategy Rationale

To ensure that the focus of core instruction is rigorous and produces differentiated learning centers.

Action Step 1 5

Prior to common planning, teachers will prepare by pre-reading the item specifications, examining the question stems in the module assessments, and previewing the alignment chart for the content objectives and learning targets.

Person Responsible

Zandra Bryant

Schedule

Weekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

PD agenda, Coaching Log, Differentiated Lesson Plans

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

Fidelity of unpacking the standards will be monitored via classroom observations and instructional walk- throughs.

Person Responsible

Zandra Bryant

Schedule

Weekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches as well as teacher lesson plans for the differentiated learning centers.

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

Monitoring of effectiveness will include tracking the progress of the students data, instructional rounding, data meetings, CP agendas, coaches reflections and walk-throughs.

Person Responsible

Detra Tucker

Schedule

Biweekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Evidence of monitoring will result in data notebooks kept by administration and coaches

G1.B3 Lack of knowledge of the instructional strategies necessary to meet the needs of Tier II & Tier III students. 2

 B187175

G1.B3.S1 Professional development which include instructional strategies and resources for developing differentiated lessons geared towards the needs of Tier II and Tier III students. 4

 S198626

Strategy Rationale

To ensure that teachers provide the instruction that best meet the needs of Tier II and Tier III students.

Action Step 1 5

Provide data driven professional development which include instructional strategies and resources to meet the needs of Tier II and Tier III students.

Person Responsible

Zandra Bryant

Schedule

Monthly, from 10/5/2015 to 6/10/2016

Evidence of Completion

PD agenda, teacher exit tickets, data tools, observation notes and differentiated lesson plans

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

Fidelity of applying instructional strategies to meet the needs of Tier II and Tier III students will be done through observations and instructional walk- throughs.

Person Responsible

Detra Tucker

Schedule

Biweekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches as well as teacher lesson plans for the differentiated learning centers.

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

Monitoring of effectiveness will include tracking the progress of student data, instructional rounding, data meetings, common planning agendas, coaches reflections, walk-throughs.

Person Responsible

Detra Tucker


Schedule

Biweekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Evidence of monitoring will result in data notebooks kept by administration and coaches

G1.B4 Deficiency in understanding how to collect, analyze and utilize the data as an ongoing progress monitoring tool. **2**

 B187176

G1.B4.S1 Provide professional development on the collection and the use of data from various blended learning resources. **4**

 S198627

Strategy Rationale

Teachers will use the data to drive instruction as well as a tool for progress monitoring.

Action Step 1 **5**

District and school will provide professional development on Achieve 3000 and IReady

Person Responsible

Alicia Matthew

Schedule

On 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Fidelity of professional development will be monitored via classroom observations and instructional walk- throughs.

Person Responsible

Detra Tucker

Schedule

Monthly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Achieve 3000 and IReady teacher usage and student performance reports

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitoring of effectiveness will include tracking the progress of student data, instructional rounding, data meetings.

Person Responsible

Detra Tucker

Schedule

Monthly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Performance Matters, Achieve 3000 and IReady Usage report

G2. If teachers utilize data to plan structured differentiated centers based on student learning needs then we will see an increase in math proficiency. 1

 G071798

G2.B1 Ineffective and inconsistent planning practices which does not include instructional strategies necessary to meet the needs of Tier II & Tier III students. 2

 B187177

G2.B1.S1 Participate in grade level common planning utilizing the elementary math common planning document which incorporates item specification, question stems and best practices used to support Tier II and III students. 4

 S198628

Strategy Rationale

Teachers will engage in reflective practices geared towards meeting the needs of Tier II and Tier III students.

Action Step 1 5

Collaborate to develop common planning agenda for grade levels based on elementary math common planning document.

Person Responsible

Katheryn hartigank

Schedule

Weekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Common planning notes, lesson plans for differentiated groups

Action Step 2 5

Coach and Interventionist will assist teachers in developing plan for including student accountability and selection of instructional materials for Tier II small group.

Person Responsible

Katheryn hartigank

Schedule

Weekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Common planning notes, lesson plans for differentiated groups

Action Step 3 5

Math Coach will observe & support classroom implementation and provide follow-up support through individual planning sessions with more modeling.

Person Responsible

Katheryn hartigank

Schedule

Weekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Common planning notes, lesson plans for differentiated groups

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

The elementary math common planning document will be used to monitor the implementation of the lesson planning process.

Person Responsible

Teslin Malpress

Schedule

Biweekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Instructional roundings, walk-throughs, differentiated lesson plans and observation notes

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

Monitoring of effectiveness will include tracking the progress of student data, instructional rounding, data meetings, common planning, agendas, coaches reflections, walk-throughs.

Person Responsible

Detra Tucker

Schedule

Biweekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Evidence of monitoring will result in data notebooks kept by administration and coaches.

G2.B2 Deficiency in understanding how to collect, analyze and utilize the data as an ongoing progress monitoring tool. 2

 B187178

G2.B2.S1 Provide professional development on the collection and the use of data from various blended learning resources. 4

 S198629

Strategy Rationale

Teachers will use the data to drive instruction as well as a tool for progress monitoring.

Action Step 1 5

Coach and Interventionist will assist teachers in understanding data and placing students in appropriate small groups based on data. Leverage Instructional Grouping Profile from iReady Diagnostic as well as current student data to group students. Look for commonalities across the grade level, and places where teachers can share strategies and resources to reteach and remediate.

Person Responsible

Katheryn hartigank

Schedule

Weekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

iReady Diagnostic Data, instructional rounds, walk-throughs and differentiated lesson plans

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

Monitor the fidelity of the implementation of differentiated centers using IReady Data

Person Responsible

Teslin Malpress

Schedule

Biweekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches as well as teacher lesson plans for the differentiated learning centers.

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

Monitoring of effectiveness will include tracking the progress of student data, instructional rounding, data meetings, common planning agendas, coaches' reflections, walk-throughs.

Person Responsible

Detra Tucker

Schedule

Biweekly, from 9/28/2015 to 6/10/2016


Evidence of Completion

Evidence of monitoring will result in data notebooks kept by administration and coaches

G3. If teachers utilize data to plan structured science activities based on student learning needs then we will see an increase in science proficiency. 1

 G071799

G3.B1 Students lack mastery of prerequisite skills and exposure to hands on investigations from previous grade levels. 2

 B187179

G3.B1.S1 Classroom teachers will incorporate science investigation activities in order to build background knowledge of prerequisite skills. 4

 S198630

Strategy Rationale

Building background knowledge of prerequisite skills will increase science proficiency and contribute to vertical articulation of the science core.

Action Step 1 5

Increase science proficiency through the use of inquiry based science activities through lab investigations

Person Responsible

Detra Tucker

Schedule

Biweekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Walk throughs, instructional rounding, observational notes and PD agenda

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

Classroom observations and walk-throughs to monitor implementation of science inquiry-based activities

Person Responsible

Detra Tucker

Schedule

Biweekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Observation notes, student interactive journals and classroom assessment data

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

Teachers will meet with administration to determine the effectiveness of implementation.

Person Responsible

Detra Tucker

Schedule

Weekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Increase in student scores on district assessments. and classroom assessments

G3.B1.S2 Teachers will meet in vertical professional learning communities, to discuss prerequisite skills that should be a focus in prior grade levels. 4

 S198631

Strategy Rationale

Vertical articulation of the science core will lead to students retaining the knowledge needed for the next grade level science core curriculum.

Action Step 1 5

Teacher will meet quarterly in vertical professional learning communities. During these meetings teachers will discuss important prerequisite skills that should be a focus in prior grade levels.

Person Responsible

Detra Tucker

Schedule

Quarterly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Sign in sheets, meeting agendas and artifacts from meetings.

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

Fidelity of implementation will be monitored via classroom observations and instructional walk-throughs.

Person Responsible

Detra Tucker

Schedule

Quarterly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches, as well as teacher lesson plans.

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

Effectiveness will be monitored via district and classroom assessment data.

Person Responsible

Detra Tucker


Schedule

Quarterly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Increase/Decrease in student scores on district assessments will be used to monitor effectiveness.

G3.B2 Inconsistent planning and implementation of the science curriculum **2**

 B187180

G3.B2.S1 Weekly common planning with reading coaches and administrators. Teachers will participate in coaching cycle. **4**

 S198632

Strategy Rationale

Teachers will gain a deeper understanding of the content knowledge they are planning to present to students.

Action Step 1 **5**

5th grade Science Teachers will attend monthly district science professional development.

Person Responsible

Detra Tucker

Schedule

Monthly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Lesson plans, student work, and classroom observation notes

Action Step 2 **5**

Weekly Common Planning

Person Responsible

Detra Tucker

Schedule

Weekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Lesson plans, student work, student interactive journals and classroom observation notes

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

Records of teacher participation and attendance in science professional development and common planning will be used to monitor implementation

Person Responsible

Detra Tucker

Schedule

Biweekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Lesson plans, interactive journals, teacher made assessments, classroom observation notes

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

Class, district and state data will be used to determine effectiveness of the strategy

Person Responsible

Detra Tucker

Schedule

Biweekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Teacher attendance and professional development records, lesson plans, interactive journals and classroom observation notes.

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	Reading Coach, with Administration and Specialist support, will model the entire process for the preparation on lesson planning by demonstrating the "thinking" process through annotating notes, highlighting and/or sticky notes beginning October 5, 2015 Reading Coach will give follow-up support through the coaching cycles for selective teachers which includes the planning and the modeling of the "thinking process" beginning October 12, 2015. Prior to common planning, teachers will come prepared by pre-reading their core lessons. This will	Bryant, Zandra	10/5/2015	Evidence will include teachers' lesson plans and differentiated small group plans.	6/10/2016 weekly

Duval - 2431 - Gregory Drive Elementary School - 2015-16 SIP
Gregory Drive Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	include questions for the lesson, demonstrating the students expected responses, and identifying where the students need academic support, beginning on October 19, 2015.				
G1.B2.S1.A1	Prior to common planning, teachers will prepare by pre-reading the item specifications, examining the question stems in the module assessments, and previewing the alignment chart for the content objectives and learning targets.	Bryant, Zandra	10/5/2015	PD agenda, Coaching Log, Differentiated Lesson Plans	6/10/2016 weekly
G1.B3.S1.A1	Provide data driven professional development which include instructional strategies and resources to meet the needs of Tier II and Tier III students.	Bryant, Zandra	10/5/2015	PD agenda, teacher exit tickets, data tools, observation notes and differentiated lesson plans	6/10/2016 monthly
G1.B4.S1.A1	District and school will provide professional development on Achieve 3000 and IReady	Matthew, Alicia	10/5/2015		6/10/2016 one-time
G2.B1.S1.A1	Collaborate to develop common planning agenda for grade levels based on elementary math common planning document.	hartigank, Katheryn	9/28/2015	Common planning notes, lesson plans for differentiated groups	6/10/2016 weekly
G2.B2.S1.A1	Coach and Interventionist will assist teachers in understanding data and placing students in appropriate small groups based on data. Leverage Instructional Grouping Profile from iReady Diagnostic as well as current student data to group students. Look for commonalities across the grade level, and places where teachers can share strategies and resources to reteach and remediate.	hartigank, Katheryn	9/28/2015	iReady Diagnostic Data, instructional rounds, walk-throughs and differentiated lesson plans	6/10/2016 weekly
G3.B1.S1.A1	Increase science proficiency through the use of inquiry based science activities through lab investigations	Tucker, Detra	10/5/2015	Walk throughs, instructional rounding, observational notes and PD agenda	6/10/2016 biweekly
G3.B1.S2.A1	Teacher will meet quarterly in vertical professional learning communities. During these meetings teachers will discuss important prerequisite skills that should be a focus in prior grade levels.	Tucker, Detra	10/5/2015	Sign in sheets, meeting agendas and artifacts from meetings.	6/10/2016 quarterly
G3.B2.S1.A1	5th grade Science Teachers will attend monthly district science professional development.	Tucker, Detra	10/5/2015	Lesson plans, student work, and classroom observation notes	6/10/2016 monthly
G2.B1.S1.A2	Coach and Interventionist will assist teachers in developing plan for including student accountability and selection of instructional materials for Tier II small group.	hartigank, Katheryn	9/28/2015	Common planning notes, lesson plans for differentiated groups	6/10/2016 weekly
G3.B2.S1.A2	Weekly Common Planning	Tucker, Detra	10/5/2015	Lesson plans, student work, student interactive journals and classroom observation notes	6/10/2016 weekly
G2.B1.S1.A3	Math Coach will observe & support classroom implementation and provide follow-up support through individual planning sessions with more modeling.	hartigank, Katheryn	9/28/2015	Common planning notes, lesson plans for differentiated groups	6/10/2016 weekly
G1.MA1	i-Ready, Achieve 3000, classroom assessments	Tucker, Detra	10/5/2015	Evidence of completion will include teachers' lesson plans, differentiated center plans, student tasks that are tiered and based on student data, as well as students' progress toward meeting mastery.	6/10/2016 biweekly

Duval - 2431 - Gregory Drive Elementary School - 2015-16 SIP
Gregory Drive Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Monitoring of effectiveness will include tracking the progress of the students data, instructional rounding, data meetings, common planning agendas, coaches reflections and walk-throughs.	Tucker, Detra	10/5/2015	Coaches log, classroom assessment data, lesson plans incorporating the strategies, observation notes.	6/10/2016 weekly
G1.B1.S1.MA1	Fidelity of the meetings will be monitored via the meeting minutes submitted to administration after the meetings, as well as the attendance of the administration and coaches.	Bryant, Zandra	10/5/2015	Evidence of the implementation will be captured via discussions with the administration team and anecdotal notes taken by administration and coaches as they monitor.	6/10/2016 weekly
G1.B2.S1.MA1	Monitoring of effectiveness will include tracking the progress of the students data, instructional rounding, data meetings, CP agendas, coaches reflections and walk-throughs.	Tucker, Detra	10/5/2015	Evidence of monitoring will result in data notebooks kept by administration and coaches	6/10/2016 biweekly
G1.B2.S1.MA1	Fidelity of unpacking the standards will be monitored via classroom observations and instructional walk-throughs.	Bryant, Zandra	10/5/2015	Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches as well as teacher lesson plans for the differentiated learning centers.	6/10/2016 weekly
G1.B3.S1.MA1	Monitoring of effectiveness will include tracking the progress of student data, instructional rounding, data meetings, common planning agendas, coaches reflections, walk-throughs.	Tucker, Detra	10/5/2015	Evidence of monitoring will result in data notebooks kept by administration and coaches	6/10/2016 biweekly
G1.B3.S1.MA1	Fidelity of applying instructional strategies to meet the needs of Tier II and Tier III students will be done through observations and instructional walk- throughs.	Tucker, Detra	10/5/2015	Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches as well as teacher lesson plans for the differentiated learning centers.	6/10/2016 biweekly
G1.B4.S1.MA1	Monitoring of effectiveness will include tracking the progress of student data, instructional rounding, data meetings.	Tucker, Detra	10/5/2015	Performance Matters, Achieve 3000 and IReady Usage report	6/10/2016 monthly
G1.B4.S1.MA1	Fidelity of professional development will be monitored via classroom observations and instructional walk-throughs.	Tucker, Detra	10/5/2015	Achieve 3000 and IReady teacher usage and student performance reports	6/10/2016 monthly
G2.MA1	I-Ready Math and classroom assessments	Tucker, Detra	9/28/2015	Evidence of completion will include teachers' lesson plans, differentiated center plans, student tasks that are tiered and based on student data, as well as students' progress toward meeting mastery.	6/10/2016 biweekly
G2.B1.S1.MA1	Monitoring of effectiveness will include tracking the progress of student data, instructional rounding, data meetings, common planning, agendas, coaches reflections, walk-throughs.	Tucker, Detra	9/28/2015	Evidence of monitoring will result in data notebooks kept by administration and coaches.	6/10/2016 biweekly
G2.B1.S1.MA1	The elementary math common planning document will be used to monitor the implementation of the lesson planning process.	Malpress, Teslin	9/28/2015	Instructional roundings, walk-throughs, differentiated lesson plans and observation notes	6/10/2016 biweekly
G2.B2.S1.MA1	Monitoring of effectiveness will include tracking the progress of student data, instructional rounding, data meetings, common planning agendas, coaches' reflections, walk-throughs.	Tucker, Detra	9/28/2015	Evidence of monitoring will result in data notebooks kept by administration and coaches	6/10/2016 biweekly
G2.B2.S1.MA1	Monitor the fidelity of the implementation of differentiated centers using IReady Data	Malpress, Teslin	9/28/2015	Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches as	6/10/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				well as teacher lesson plans for the differentiated learning centers.	
G3.MA1	District wide assessments, student interactive journals, teacher made assessments, student lab investigations and Achieve 3000 science article completions.	Tucker, Detra	10/5/2015	Increase in science proficiency on district wide assessments and teacher made assessments.	6/10/2016 quarterly
G3.B1.S1.MA1	Teachers will meet with administration to determine the effectiveness of implementation.	Tucker, Detra	10/5/2015	Increase in student scores on district assessments. and classroom assessments	6/10/2016 weekly
G3.B1.S1.MA1	Classroom observations and walk-throughs to monitor implementation of science inquiry-based activities	Tucker, Detra	10/5/2015	Observation notes, student interactive journals and classroom assessment data	6/10/2016 biweekly
G3.B2.S1.MA1	Class, district and state data will be used to determine effectiveness of the strategy	Tucker, Detra	10/5/2015	Teacher attendance and professional development records, lesson plans, interactive journals and classroom observation notes.	6/10/2016 biweekly
G3.B2.S1.MA1	Records of teacher participation and attendance in science professional development and common planning will be used to monitor implementation	Tucker, Detra	10/5/2015	Lesson plans, interactive journals, teacher made assessments, classroom observation notes	6/10/2016 biweekly
G3.B1.S2.MA1	Effectiveness will be monitored via district and classroom assessment data.	Tucker, Detra	10/5/2015	Increase/Decrease in student scores on district assessments will be used to monitor effectiveness.	6/10/2016 quarterly
G3.B1.S2.MA1	Fidelity of implementation will be monitored via classroom observations and instructional walk- throughs.	Tucker, Detra	10/5/2015	Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches, as well as teacher lesson plans.	6/10/2016 quarterly

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 utilize data to plan structured differentiated centers based on student learning needs then we will see an increase in reading proficiency.

G1.B1 Ineffective and inconsistent planning practices.

G1.B1.S1 Coaches and administration will provide weekly common planning.

PD Opportunity 1

Reading Coach, with Administration and Specialist support, will model the entire process for the preparation on lesson planning by demonstrating the “thinking” process through annotating notes, highlighting and/or sticky notes beginning October 5, 2015 Reading Coach will give follow-up support through the coaching cycles for selective teachers which includes the planning and the modeling of the “thinking process” beginning October 12, 2015. Prior to common planning, teachers will come prepared by pre-reading their core lessons. This will include questions for the lesson, demonstrating the students expected responses, and identifying where the students need academic support, beginning on October 19, 2015.

Facilitator

Alicia Matthew, Zandra Bryant, Alicia Henderson, Administration

Participants

K-5 Reading Teachers

Schedule

Weekly, from 10/5/2015 to 6/10/2016

G1.B2 Inability to appropriately align the core standards with rigorous differentiated learning centers.

G1.B2.S1 Plan with a focus on unpacking the standards of core curriculum.

PD Opportunity 1

Prior to common planning, teachers will prepare by pre-reading the item specifications, examining the question stems in the module assessments, and previewing the alignment chart for the content objectives and learning targets.

Facilitator

Administration, Zandra Bryant, Alicia Henderson and Alicia Matthew

Participants

K-5 Reading Teachers

Schedule

Weekly, from 10/5/2015 to 6/10/2016

G1.B3 Lack of knowledge of the instructional strategies necessary to meet the needs of Tier II & Tier III students.

G1.B3.S1 Professional development which include instructional strategies and resources for developing differentiated lessons geared towards the needs of Tier II and Tier III students.

PD Opportunity 1

Provide data driven professional development which include instructional strategies and resources to meet the needs of Tier II and Tier III students.

Facilitator

Administration, Zandra Bryant, Alicia Henderson and Alicia Matthew

Participants

K-5 Teachers

Schedule

Monthly, from 10/5/2015 to 6/10/2016

G1.B4 Deficiency in understanding how to collect, analyze and utilize the data as an ongoing progress monitoring tool.

G1.B4.S1 Provide professional development on the collection and the use of data from various blended learning resources.

PD Opportunity 1

District and school will provide professional development on Achieve 3000 and IReady

Facilitator

Katheryn Hartigan, Zandra Bryant, Alicia Henderson

Participants

K-5 Teachers

Schedule

On 6/10/2016

G2. If teachers utilize data to plan structured differentiated centers based on student learning needs then we will see an increase in math proficiency.

G2.B1 Ineffective and inconsistent planning practices which does not include instructional strategies necessary to meet the needs of Tier II & Tier III students.

G2.B1.S1 Participate in grade level common planning utilizing the elementary math common planning document which incorporates item specification, question stems and best practices used to support Tier II and III students.

PD Opportunity 1

Collaborate to develop common planning agenda for grade levels based on elementary math common planning document.

Facilitator

Katheryn Hartigan, Nicole Bentley and Administration

Participants

K-5 Math Teachers

Schedule

Weekly, from 9/28/2015 to 6/10/2016

PD Opportunity 2

Coach and Interventionist will assist teachers in developing plan for including student accountability and selection of instructional materials for Tier II small group.

Facilitator

Administration, Katheryn Hartigan and Nicole Bentley

Participants

K-5 Math Teachers

Schedule

Weekly, from 9/28/2015 to 6/10/2016

PD Opportunity 3

Math Coach will observe & support classroom implementation and provide follow-up support through individual planning sessions with more modeling.

Facilitator

Administration, Katheryn Hartigan and Nicole Bentley

Participants

K-5 Math Teachers

Schedule

Weekly, from 9/28/2015 to 6/10/2016

G2.B2 Deficiency in understanding how to collect, analyze and utilize the data as an ongoing progress monitoring tool.

G2.B2.S1 Provide professional development on the collection and the use of data from various blended learning resources.

PD Opportunity 1

Coach and Interventionist will assist teachers in understanding data and placing students in appropriate small groups based on data. Leverage Instructional Grouping Profile from iReady Diagnostic as well as current student data to group students. Look for commonalities across the grade level, and places where teachers can share strategies and resources to reteach and remediate.

Facilitator

Katheryn Hartigan, Nicole Bentley and Administration

Participants

K-5 Math Teachers

Schedule

Weekly, from 9/28/2015 to 6/10/2016

G3. If teachers utilize data to plan structured science activities based on student learning needs then we will see an increase in science proficiency.

G3.B1 Students lack mastery of prerequisite skills and exposure to hands on investigations from previous grade levels.

G3.B1.S1 Classroom teachers will incorporate science investigation activities in order to build background knowledge of prerequisite skills.

PD Opportunity 1

Increase science proficiency through the use of inquiry based science activities through lab investigations

Facilitator

Detra Tucker, Teslin Malpress and Alicia Matthew

Participants

All Teachers

Schedule

Biweekly, from 10/5/2015 to 6/10/2016

G3.B1.S2 Teachers will meet in vertical professional learning communities, to discuss prerequisite skills that should be a focus in prior grade levels.

PD Opportunity 1

Teacher will meet quarterly in vertical professional learning communities. During these meetings teachers will discuss important prerequisite skills that should be a focus in prior grade levels.

Facilitator

Detra Tucker and Alicia Matthew

Participants

All Teachers

Schedule

Quarterly, from 10/5/2015 to 6/10/2016

G3.B2 Inconsistent planning and implementation of the science curriculum

G3.B2.S1 Weekly common planning with reading coaches and administrators. Teachers will participate in coaching cycle.

PD Opportunity 1

5th grade Science Teachers will attend monthly district science professional development.

Facilitator

District Science Specialists

Participants

Joshua, Jones and Tucker

Schedule

Monthly, from 10/5/2015 to 6/10/2016

PD Opportunity 2

Weekly Common Planning

Facilitator

Tucker

Participants

Joshua, Jones and Matthew

Schedule

Weekly, from 10/5/2015 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	Reading Coach, with Administration and Specialist support, will model the entire process for the preparation on lesson planning by demonstrating the “thinking” process through annotating notes, highlighting and/or sticky notes beginning October 5, 2015 Reading Coach will give follow-up support through the coaching cycles for selective teachers which includes the planning and the modeling of the “thinking process” beginning October 12, 2015. Prior to common planning, teachers will come prepared by pre-reading their core lessons. This will include questions for the lesson, demonstrating the students expected responses, and identifying where the students need academic support, beginning on October 19, 2015.	\$0.00
2	G1.B2.S1.A1	Prior to common planning, teachers will prepare by pre-reading the item specifications, examining the question stems in the module assessments, and previewing the alignment chart for the content objectives and learning targets.	\$0.00
3	G1.B3.S1.A1	Provide data driven professional development which include instructional strategies and resources to meet the needs of Tier II and Tier III students.	\$0.00
4	G1.B4.S1.A1	District and school will provide professional development on Achieve 3000 and IReady	\$0.00
5	G2.B1.S1.A1	Collaborate to develop common planning agenda for grade levels based on elementary math common planning document.	\$0.00
6	G2.B1.S1.A2	Coach and Interventionist will assist teachers in developing plan for including student accountability and selection of instructional materials for Tier II small group.	\$0.00
7	G2.B1.S1.A3	Math Coach will observe & support classroom implementation and provide follow-up support through individual planning sessions with more modeling.	\$0.00
8	G2.B2.S1.A1	Coach and Interventionist will assist teachers in understanding data and placing students in appropriate small groups based on data. Leverage Instructional Grouping Profile from iReady Diagnostic as well as current student data to group students. Look for commonalities across the grade level, and places where teachers can share strategies and resources to reteach and remediate.	\$0.00
9	G3.B1.S1.A1	Increase science proficiency through the use of inquiry based science activities through lab investigations	\$0.00
10	G3.B1.S2.A1	Teacher will meet quarterly in vertical professional learning communities. During these meetings teachers will discuss important prerequisite skills that should be a focus in prior grade levels.	\$0.00
11	G3.B2.S1.A1	5th grade Science Teachers will attend monthly district science professional development.	\$0.00
12	G3.B2.S1.A2	Weekly Common Planning	\$0.00
Total:			\$0.00