

Duval County Public Schools

# Crown Point Elementary School



2015-16 School Improvement Plan

## Crown Point Elementary School

3800 CROWN POINT RD, Jacksonville, FL 32257

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

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	49%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	54%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

At Crown Point Elementary we strive to develop the mind and the character of all students in a safe and caring environment through parent, student, and teacher collaboration.

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

The vision of Crown Point Elementary is to ensure all students gain the knowledge and skills necessary to be responsible citizens and productive members of a culturally diverse world.

#### School Environment

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

We learn about students' cultures through informal and formal avenues. Fifth grade students participate in the Gallop survey in the fall. Analysis of the Fall, 2015 Gallop Survey show 38% in the category of Hope, 71% in Engagement, and 63% in Well-Being. Strategies were developed to increase these areas on the 2015-2016 Gallop Survey.

We speak with students in informal settings such as arrival, dismissal, in lunch lines and in hallways. Students are greeted each day as they enter the school and then by teachers as they enter the classrooms. Many teachers survey students to determine reading interests, goals, and special interests.

The Guidelines for Success provide a common language of expectations of values for our school community.

As an ESOL Center, we are keenly aware of different cultures and the importance of understanding these norms. We participate in the DCPS ESOL awards and ESOL classes do a combined party at the end of the year to celebrate cultures. Three ESOL paraprofessionals interpret for students, teachers and parents in Portuguese and Spanish. They also provide insights into these cultures to support students.

Family friendly events provide special opportunities to get to know families and build relationships. Among the favorites are the Fall Festival, the Neon Dance and Movie Under the Stars.

One thousand six hundred people attended the Back-to-School Orientations this year. Orientations, Open Houses, and parent workshops increase communication with families. Additionally, the principal sends a weekly phone message to families each Sunday afternoon with activities of the week along with helpful tips and information.

Parent surveys provide insight into parents' perceptions of the school and programs and allow for continuous improvement. Last year's survey indicates a need to increase parent workshops.

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

Crown Point has a Safe Schools' Plan which outlines protocols for all emergency situations. All faculty and staff review the plan at a meeting with the principal during preplanning. A focus walk is conducted to make sure classrooms are in compliance with safety items. Emergency drills are practiced regularly to mastery.

All school personnel wear DCPS identification badges and visitors must sign in and wear a color coded visitor's sticker. Students are able to identify school personnel through badges. The sticker color of the day is announced on the morning news so that students and staff can identify approved



visitors to the building. All school personnel are expected to redirect visitors not displaying a visitor's badge to the office. School administrators are available by walkie-talkies at all times during the school day to handle visitors not complying with safe schools' policies.

Classroom doors are expected to be locked at all times and students are expected to travel in pairs when not with their teacher.

Arrival and dismissal procedures are in place to ensure the safety of all students at Crown Point Elementary. Students are walked to specific zones where teachers and student patrols ensure students are following the school-wide positive expectations. Positive interactions with student leaders, teachers and staff are maintained during the arrival and dismissal. Foundations and CHAMPS allow for ongoing review of expectations for common areas, as well as classrooms. Students know what the conversation level should be, the procedure of what to do if they need help, the activity that is taking place, the movement that should be happening, and how each student should be participating. Classes and individual students are rewarded for good character and excellent behavior. Select students are rewarded by our PTA for good manners monthly. Photographs of students who are chosen for good citizenship are placed on the front hallway bulletin board.

**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**

Crown Point Elementary has adopted C.H.A.M.P.s and infused a Positive Behavioral Interventions and Supports plan (PBIS). C.H.A.M.P.s is a school-wide discipline program that helps all students understand our expectations. The purpose of the school-wide discipline plan is to provide a uniform method of providing expectations for students.

The PBIS plan is a proactive approach to establishing the behavioral supports and social culture needed for students in a school to achieve social, emotional, and academic success. PBIS is a restorative justice plan that promotes accountability, community safety, and competency development. The key goals are as follows:

- To understand the harm and develop empathy for both the harmed and the harmer
- To listen and respond to the needs of the person harmed and the person who harmed
- To encourage accountability and responsibility through personal reflection within a collaborative planning process
- To reintegrate the harmer (and, if necessary, the harmed) into the community as valuable, contributing members.
- To create caring climates to support healthy communities
- To change the system when it contributes to harm.

Using Restorative Justice allows faculty and staff to recognize the purpose of misbehaviors, the needs of those committing harm, and the needs of those harmed. It seeks to heal all parties involved and aims to improve future behavior issues.

All teachers receive training on CHAMPS and PBIS. A PBIS team meets monthly to provide communication between the faculty and staff and to provide leadership and track discipline data.

**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 Second Step program is taught in our classrooms in grades K-5. There are lessons and videos to create an environment where teachers and students discuss character, emotions, and situations where students are taught to problem-solve in their day-to-day lives.

We have two full time guidance counselors who provide classroom guidance lessons and meet with students when a referral is initiated. They introduce the character traits through our TV Production Studio and morning news. Teachers provide lessons based on character traits each month. A student from each classroom who exemplifies the character trait of the month is recognized, school-wide.

Positive reinforcement is used throughout the school day by teachers and staff so that students understand their expectations and continue the positive behaviors. Mentors throughout the school, which include faculty and staff, build relationships with individual students. Each student has unique needs, so we create plans that are specific to a student when needed.

### 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

The following data is used to provide an early warning system:

1. Students with ten or more absences.
2. Students who are frequently late or leave early.
3. Students with referrals and suspensions
4. Retention students
5. Overage students
6. Tier 2 and Tier 3 students
7. Student usage on i-Ready and/or Achieve 3000
8. Students performing below expectation and not meeting projected growth on i-Ready and Achieve 3000.

Students in the bottom quartile and those on the bubble are tracked through data forms. Identified students with the above indicators are monitored for progress and receive interventions as needed.

#### 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	3	4	5	
Attendance below 90 percent	0	0	0	0	0	
One or more suspensions	2	2	3	2	6	15
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	24	0	0	24

*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

Students are tracked through Performance Matters, FOCUS, i-Ready and Achieve 3000. Grades, test scores, attendance and discipline data are tracked and analyzed for trends. Teachers create PMPs to identify needs and strategies to support struggling learners. Students receive additional support through differentiated instruction in literacy and math centers and Tier 2 and 3 instruction. A reading and math interventionist are hired to assist with Tier 3 interventions.

### 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?**

No

**PIP Link**

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

**Description**

The school hosts orientations during the week prior to the start of school to share information with students and their families. Open Houses occur in September for all grade levels.

Leadership works closely with PTA to create and implement family friendly activities such as regular PTA meetings and family events such as the Fall Festival, family dances, and Family Movie Night.

The PTA Board meets monthly to plan activities for parents. Membership on the PTA Board includes parents, teachers and administrators. We increased PTA membership by 100 members last year.

The PTA sends regular email communications to families which includes an electronic volunteer activity sign up. They also send a monthly newsletter.

Many teachers send weekly newsletters. All students are provided with a planner that facilitates ongoing home/school communication.

Parents have access to FOCUS which gives them access to their child's grades and assignments.

The may also view attendance. Students have access to computer programs, I-ready and Achieve 3000 at home.

The principal communicates activities for the week along with helpful notes through the School Messenger System each Sunday at 3:30pm.

**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 works closely with the PTA and key local businesses to provide support to the school. The PTA hosts share nights with local business who in turn, donate a percent of the proceeds to PTA. Each year the PTA leads a fundraiser to secure funds to implement their family friendly programs.

Three key partnerships provide resources to the school. Mandarin United Methodist Church provides reading tutors, classroom volunteers and volunteers for special events. Junior Achievement provides a program that volunteers can follow, along with training to support their program. Students love the JA lessons. Citigroup provides 65-70 volunteers to implement the JA lessons. They provided funds for Mad Scientists day and donated \$10,000 and 100 volunteers for a Bicycle Rodeo.

**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
Owens Thompson, Jayne	Principal
Taylor, Heidi	Assistant Principal
Hartley, Brett	Assistant Principal
Dresbach, Deb	Instructional Coach

## Duties

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

Principal Jayne Owens-Thompson leads instruction, school improvement, school safety, and provides management of all school functions. She leads observations, evaluations, professional development and data reviews. Ms. Owens-Thompson works with PTA, SAC, Shared Decision Making, and the Accountability Team.

Assistant Principal Brett Hartley coordinates student scheduling, serves as textbook manager, and compiles data through Performance Matters. He leads discipline and parent relations for kindergarten, 3rd, and 5th grades. Mr. Hartley coordinates SAC and serves on Shared Decision Making, the SAI Team, RTi Team and Operations and Instructional Team and PBIS. He coordinates the Math SIP goals, conducts focus walks and observations, provides professional development and coaching to teachers. He leads common planning with teachers.

Assistant Principal Heidi Taylor coordinates testing, computer-based instruction programs and compiles data from Performance Matters. She leads discipline and parent relations for 1st, 2nd, and 4th, grades. Ms. Taylor serves on Shared Decision Making, the SAI Team, RTi Team and Operations and Instructional Teams and PBIS. She coordinates the Reading and Science SIP goals, conducts focus walks and observations, provides professional development and coaching to teachers. She leads common planning with teachers.

Deb Dresbach - Reading Coach: Provides teacher support for reading to include district initiatives, strategies and activities. She conducts reading coaching cycles, model lessons, and trains teachers to use forms to track data. She participates in common planning sessions and provide guidance for RtI.

### ***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***

An Operations Team and Instructional Leadership team meet on alternate weeks to review data, determine needs and support.

The teams:

1. Review the implementation of the School Improvement Plan
  2. Provide training and support to teachers and staff
  3. Review attendance, behavior, instructional and performance data to identify needs and support
  4. Review focus walk data to determine instructional support.
  5. Facilitate the process of increasing infrastructure, building consensus, making decisions about implementation
  6. Ensure a safe and orderly work environment for teachers, staff and students.
- process.

Leadership Teams review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the teams identify the professional development activities or infrastructure needed to create effective learning environments.

Leadership uses the Problem Solving Model to support RTI. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The teams ensure the necessary resources are available and the intervention is implemented with fidelity.

Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students.

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

#### **Membership:**

<b>Name</b>	<b>Stakeholder Group</b>
Jayne Owens-Thompson	Principal
Marcie Scott	Parent
Debbie Kane	Parent
Jennifer Oliver	Parent
Erika Goodfarb	Teacher
Alison Pulley	Business/Community
Erin Gardner	Parent
Celeste Clark-Bryd	Teacher
Robin Tuck	Business/Community
Nekila Clark	Parent
Bobbi Smith	Teacher
Lily Bonano	Education Support Employee
Leif Noren	Teacher
Ashanti Chavers	Parent
Rachel Nunnally	Teacher
	Student

#### **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*

Although data from FLDOE state assessments is not available at this time, progress monitoring information is available.

I-Ready Reading

Gains

K - 68% DCPS - 57%

1st - 54% DCPS - 42%

2nd - 26% DCPS - 31%

3rd - 20% DCPS - 21%

Achieve Reading Gains

4th - 7% DCPS - 4%  
5th - 14% DCPS - 6%  
I-Ready Math  
K - 68% DCPS - 52%  
1st - 46% DCPS - 40%  
2nd - 37% DCPS - 39%  
3rd - 51% DCPS - 39%  
4th - 38% DCPS - 34%  
5th - 36% DCPS - 33%

The School Improvement Plan was reviewed mid-year and at the end of the year for effectiveness. SAC reviews a content area each month and provides input.

*Development of this school improvement plan*

During preplanning the faculty analyzed the 2014-2015 student and teacher Gallop surveys and created a plan for improvement. Science FCAT, i-Ready Reading and Math, and Achieve 3000 data was shared. The SAC meets monthly with a focus on the content areas, safe schools, the budget and school issues. These monthly conversations allow SAC members to understand the strategies being implemented better which enhances input into the School Improvement Plan. It also provides for a monthly reflection of and input into the School Improvement Plan.

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

DCPS uses a Staff Allocation Model for budget. Information from the district is discussed in Shared Decision Making and with the School Advisory Council in the spring and fall. The School Improvement funds are discussed and approved in School Advisory Meetings and are related to the School Improvement Plan.

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

Fountas and Pinnell Leveled Literacy Blue 1 - \$3284  
Fountas and Pinnell Leveled Literacy Red 1- \$5075  
EPSO DC-11 Document Cameras 3- \$1161  
SAMS – SDP-760 Samsung Digital Presenter 2 - \$798  
Printing for school choice 1 202.25 202.25

***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
Dresbach, Deb	Instructional Coach
Varano, Kelly	Teacher, K-12
Sanchez, Amy	Teacher, K-12
Lakin, Barbara	Teacher, K-12
Pasco, Devy	Teacher, K-12
Houpert, Sarah	Teacher, K-12
Alicea, Levette	Teacher, K-12
Win Radabaugh, Jessica	Teacher, K-12
Noren, Morgan	Teacher, K-12
Toker, Aylin	Teacher, K-12
Rusak, Kim	Teacher, K-12
Smith, Dawn	Teacher, K-12
Hairston, Shanita	Assistant Principal

### Duties

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

The literacy team supports teachers using the Gradual Release Model, DAR/TTS blended learning, and with implementing district curriculum guides and differentiated centers. They planned and are implementing the Superintendent's All Star Reading Challenge.

### 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**

A fluid professional development calendar including weekly teacher common planning was created for the year. These meetings includes protocols that focus on teacher discussion surrounding data analysis, lesson study, and the Equip procedure. Administrators support these weekly meetings. Teachers are surveyed to determine professional development needs.

The Shared Decision Making team meets twice a month to discuss issues relating to those affecting teacher' working conditions. We also have a hospitality team that plans special teacher and staff events to promote positive working relationships.

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

Novice teachers participate in the district's MINT program, which includes developing an Action Plan and increased observations by the principal. First year teachers are assigned a mentor and work closely with the school's professional development facilitator.

Voluntary workshops are differentiated based on a survey completed by teachers. These workshops are repeated as needed.

We interview candidates using questions that give insight into the candidate's knowledge and experience with best practices. Interview teams consist of administrator(s) and highly qualified teachers who are knowledgeable about the position's specific needs.

On-site weekly teacher meetings provide professional development related to the school improvement

plan, district initiatives, and teachers' identified needs.

Grade levels/subject area teachers meet regularly to unpack standards and plan collaboratively.

The reading coach meets weekly with the administrative team to determine needs and effectiveness of coaching.

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

Beginning teachers are paired with a highly qualified experienced teacher leader with specialized training to observe, coach and provide support. The mentor and beginning teacher plan collaboratively, share materials and activities, and discuss the activities and documentation required for MINT. The mentor assists the beginning teachers with understanding the school culture and expectations for regular teacher duties.

The Professional Development Facilitator supports the mentors and beginning teachers through regular meetings and individual support. Book studies are offered to provide additional support.

## **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***

Teachers plan instruction focused on the Florida Standards. Standards are unpacked through teacher collaborative planning with a focus on the rigor and performance requirements of the standards.

These standards, along with the vocabulary of the standards are unpacked with students. Teachers study the test specifications to create an understanding of how students will be assessed.

District learning schedules provide continuity throughout the district and a calendar for teaching concepts, strategies and skills. The district provides the coordination of resources and materials for instruction.

All teachers participated in a Teacher Academy this year to learn Duval Math and Duval Reads. Materials were provided by the district to support these new programs. The administrative team attended these academies as well as the Principal Institute and the Assistant Principal Institute to provide teacher support. i-Ready trainers will be providing additional support throughout the year.

#### **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***

District assessments are conducted at the beginning of the year and throughout the year to include district tests, i-Ready Math and Reading, DAR, Achieve 3000, and formative assessments. Data from these assessments, along with analysis of student work is used to differentiate work and provide teacher led small group instruction, literacy and math center activities. Tier 2 and Tier 3 interventions are provided for students as needed. School leadership monitors data and meets with teachers regarding 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: After School Program**

**Minutes added to school year: 1,200**

Extended learning time will be provided through an tutoring in the Extended Day program. Select students will be provided tutoring by the reading coach during the extended day time. Students will be identified through i-Ready, Achieve 3000, and the DAR.

**Strategy Rationale**

In the past we have provided a Saturday school program. Analysis of data indicates a need to provide a more ongoing support system throughout the year.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Taylor, Heidi, [taylorh@duvalschools.org](mailto:taylorh@duvalschools.org)

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

Data will be collected and analyzed prior to the first session to determine instructional needs and strategies. Attendance and bi-weekly progress will be monitored through i-Ready and Achieve 3000 for each student and the subgroup. A final review will be conducted.

**Strategy: Extended School Day**

**Minutes added to school year: 900**

Extended learning time will be provided through after school tutoring. After school tutoring will begin in October 2014. Select students will meet one to two times weekly. Highly qualified teachers will ensure students receive the attention needed. Students will be identified through FCAT scores, current CGAs, i-Ready and the DAR.

**Strategy Rationale**

An after school program allows for ongoing academic support for short blocks of time over several months. The tutor can adjust instructions frequently and provide remediation during the same week as new concepts are introduced in the classroom.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Taylor, Heidi, [taylorh@duvalschools.org](mailto:taylorh@duvalschools.org)

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

Data will be collected and analyzed prior to the first session to determine instructional needs and strategies. Attendance and progress will be monitored through formatives. A final review will be conducted.

**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***

Each year we begin registration for kindergarten in April. Parents complete a packet of information and are given information on our school choice theme and key dates. Specific information for kindergarten is provided at the time of the orientation.

Orientations for all students are provided the week prior to the start of the school year. The first days of school include instruction on the rituals and routines of the school.

Students transitioning to Crown Point during the year are provided a student mentor to ensure support, and a student planner enhances parent communication.

At the end of each school year, we collaborate with the middle schools to provide opportunities for students to become acclimated to 6th grade. Field trips and counselor visits are planned. Students learn about programs and classes offered.

### College and Career Readiness

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

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

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

#### ***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### **Portfolio Selection**

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

##### **Data Uploads**

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

The following documents were submitted as evidence for this section:

#### **Problem Identification Summary**

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

### **Problem Analysis Summary**

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

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## 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 all teachers use data effectively to differentiate instruction in reading, aligned to Florida Standards, then we will meet the needs of all learners and increase proficiency in reading.
- G2.** If teachers use data effectively to differentiate mathematics instruction, then student proficiency scores will increase proficiency in mathematics.
- G3.** If teachers use data effectively to differentiate instruction in science, aligned to the Next Generations Florida Sunshine State Standards, then we will meet the needs of all learners in science.

## 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 all teachers use data effectively to differentiate instruction in reading, aligned to Florida Standards, then we will meet the needs of all learners and increase proficiency in reading. 1a

G071865

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - SWD	
AMO Reading - All Students	

**Resources Available to Support the Goal** 2

- iReady Reading Computer Program Report
- Achieve 3000 Computer Program Lexile Level Report
- Module Assessments
- Florida State Assessment
- Teacher Made Assessments
- Heggerty
- Making Words
- DAR/TTS
- Common Planning Schedule- Kindergarten A - Thurs. 12:00-12:45; Kindergarten B-Fridays 12:00-12:45; 1st A - Tues. 12:55-1:10; 1st B - Thurs. 12:55-1:10; 2nd A - Wed. 9:40-10:25; 2nd B-Thurs. 9:40-10:25; 3rd A - Tues. 10:35-11:20; 3rd B-Wed. 10:35-11:20; 4th - Tues. 2:00-2:45; 5th - Thurs. 8:45-9:30. K-2 reading and science and 4th reading is led by Heidi Taylor. K-5 math is led by Brett Hartley. Third through 5th science and 3rd and 5th reading is led by Jayne Owens-Thompson.
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**Targeted Barriers to Achieving the Goal** 3

- Limited background knowledge and vocabulary students bring to the classroom.
- Students performing below grade level requirements.
- Limited time for teachers to met to collaborate on the new curriculum Duval Reads.
- Limited time for teachers to study literacy content standards and plan instruction together.

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

Ongoing analysis of iReady Reading Data, Achieve 3000 Data, Student Work

**Person Responsible**

Shanita Hairston

**Schedule**

Biweekly, from 10/1/2015 to 5/31/2016

***Evidence of Completion***

Student Data from iReady Reading, Student work, Achieve 3000, and Data chats

**G2.** If teachers use data effectively to differentiate mathematics instruction, then student proficiency scores will increase proficiency in mathematics. 1a

G071866

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	76.0
AMO Math - Asian	83.0
AMO Math - African American	66.0
AMO Math - Hispanic	74.0
AMO Math - SWD	61.0
AMO Math - ED	71.0

**Resources Available to Support the Goal** 2

- iReady Computer Program Reports
- Duval Math Assessments
- Teacher Created Assessments based on the Mathematics Florida Standards
- Easycbm.com
- Math Investigations Curriculum Resource
- EnVisions Curriculum Resource
- CPALMs website
- Common Planning Time
- District Math Specialist

**Targeted Barriers to Achieving the Goal** 3

- The need for a large amount of planning and preparation time for differentiated centers
- Technology usage for the blended learning part of differentiated centers
- When creating student profiles, the iReady program focuses more on number operations and algebraic thinking. More students are below grade level within the geometry, measurement, and data strands. This could be because of the increase of mathematical vocabulary within those strands.
- Lack of familiarity with our district's new curriculum.

**Plan to Monitor Progress Toward G2.** 8

Increase in iReady data performance and core curriculum assessment performance as it specifically relates to measurement and data in grades K-2 and geometry in grades 3-5.

**Person Responsible**

Brett Hartley

**Schedule**

Monthly, from 8/31/2015 to 5/27/2016

**Evidence of Completion**

Data will show an increase or decline in performance for each teacher's class(es).

**G3.** If teachers use data effectively to differentiate instruction in science, aligned to the Next Generations Florida Sunshine State Standards, then we will meet the needs of all learners in science. 1a

G071867

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	72.0

**Resources Available to Support the Goal** 2

- Science NGSSS
- C-Palms
- Science research articles from Acheive3000
- District Science Specialist
- Science supply closet
- Science Fair materials
- Curriculum Guides with Lab Resources

**Targeted Barriers to Achieving the Goal** 3

- Limited time for teachers to study science content and standards and plan instruction together.

**Plan to Monitor Progress Toward G3.** 8

Review of meeting exit tickets, and science journals.

**Person Responsible**

Jayne Owens Thompson

**Schedule**

Biweekly, from 9/24/2014 to 6/5/2015

**Evidence of Completion**

Questions on exit ticket - What new knowledge did you learn and what questions do you still have?  
Rigor in Science Journals

**Plan to Monitor Progress Toward G3.** 8

Analysis of Science CGA Data and ongoing Common Assessments

**Person Responsible**

Jayne Owens Thompson

**Schedule**

Every 2 Months, from 9/10/2014 to 4/15/2015

**Evidence of Completion**

Data Notebooks



## 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 all teachers use data effectively to differentiate instruction in reading, aligned to Florida Standards, then we will meet the needs of all learners and increase proficiency in reading. **1**

 G071865

**G1.B1** Limited background knowledge and vocabulary students bring to the classroom. **2**

 B187400

**G1.B1.S1** Teachers will use the Making Words (K-3), Heggerty (K-2) in Foundational Instructional Framework. **4**

 S198852

### Strategy Rationale

Students need support with phonics, phonemic awareness, vocabulary, and problem-solving relationships among words.

### Action Step 1 **5**

Implement the Making Words and Heggerty curriculum with fidelity.

#### Person Responsible

Deb Dresbach

#### Schedule

Monthly, from 8/11/2015 to 6/5/2016

#### Evidence of Completion

Student Assessments, Differentiated Lesson Plans, Observation Instruments

## Action Step 2 5

### Vocabulary Workshop

**Person Responsible**

Deb Dresbach

**Schedule**

On 10/1/2015

***Evidence of Completion***

Agenda sign in sheet

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

### Data and Common Planning Discussions

**Person Responsible**

Shanita Hairston

**Schedule**

Weekly, from 8/18/2015 to 6/5/2016

***Evidence of Completion***

Data Chats/Data Wall/Common Planning Agendas (3-5 - Owens-Thompson; K-2/4-Hairston)

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

### Student Work and Data Protocols and Student Work/Assessments

**Person Responsible**

Deb Dresbach

**Schedule**

Weekly, from 8/18/2015 to 6/5/2016

***Evidence of Completion***

Student work and iReady data

**G1.B1.S2** Teachers and students will use the Achieve 3000 computer program. 4

 S198853

**Strategy Rationale**

Science data reflects a need to increase students's exposure and instruction with nonfiction text.

**Action Step 1** 5

Provide professional development for implementing Achieve 3000 in grades 3-5 center rotations.

**Person Responsible**

Deb Dresbach

**Schedule**

Weekly, from 8/11/2015 to 6/5/2016

***Evidence of Completion***

Student data from Achieve 3000, Differentiated lesson plans, Lexile Levels.

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

Observations, Lesson Plans, Usage Reports, Exit tickets

**Person Responsible**

Shanita Hairston

**Schedule**

Biweekly, from 8/11/2015 to 6/5/2016

***Evidence of Completion***

Usage Reports and differentiated lesson plans

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

Data chats and analysis

**Person Responsible**

Deb Dresbach


**Schedule**

Weekly, from 8/18/2015 to 6/5/2016

***Evidence of Completion***

Common Planning Agendas

**G1.B1.S3** Teachers and students will use the iReady Reading computer program. 4

 S198854

**Strategy Rationale**

iReady tests students and provides differentiation based on the student's needs, adding valuable differentiated support. Students are able to access iReady at home, increasing time spent reading at their level.

**Action Step 1** 5

Provide professional development for implementing iReady Reading in literacy centers.

**Person Responsible**

Deb Dresbach

**Schedule**

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

***Evidence of Completion***

Common Planning Agendas, iReady Usage Reports, Differentiated Lesson Plans, Observations

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

Differentiated Lesson Plans, Observations, and Blended Learning

**Person Responsible**

Shanita Hairston

**Schedule**

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

***Evidence of Completion***

Blended Learning and Differentiated Lesson Plans

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

Review student growth reports and student achievement data.

**Person Responsible**

Deb Dresbach


**Schedule**

Monthly, from 9/8/2015 to 6/5/2016


***Evidence of Completion***

Blended Learning Report

**G1.B2** Students performing below grade level requirements. 2

 B187401

**G1.B2.S1** Response to Intervention (RTI) 4

 S198855

**Strategy Rationale**

An intervention is needed for students not demonstrating expected growth with Tier 1 instruction.

**Action Step 1** 5

Provide professional development and resources to support the implementation of RTI.

**Person Responsible**

Shanita Hairston

**Schedule**

Weekly, from 9/10/2015 to 6/5/2016

***Evidence of Completion***

Differentiated Lesson Plans; Blended Learning Data; RTI Documentation (Form 12)

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

Differentiated Lesson Plans based on Student Achievement Data and RTI Documentation

**Person Responsible**

Shanita Hairston

**Schedule**

Biweekly, from 9/22/2015 to 6/5/2016

***Evidence of Completion***

Differentiated Lesson Plans and RTI Documentation, including graphs and form 12, provided by School Counselors

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

Analysis of RTI documentation and iReady Growth reports

**Person Responsible**

Shanita Hairston

**Schedule**

Monthly, from 10/1/2015 to 6/5/2016

***Evidence of Completion***

RTI documentation with analysis, Growth charts created by Teachers and Interventionist

**G1.B2.S2 Guided Reading** 4

 S198856

**Strategy Rationale**

Differentiated instruction is needed in phonics, phonemic awareness, fluency, and/or comprehension to assist students to become proficient readers.

**Action Step 1** 5

Implement guided reading in K-5 classrooms.

**Person Responsible**

Deb Dresbach

**Schedule**

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

***Evidence of Completion***

Curriculum Guides, Differentiated Center Lesson Plans, Student work

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Teacher Led Plans and Observations

**Person Responsible**

Shanita Hairston

**Schedule**

Weekly, from 8/18/2015 to 6/5/2016

***Evidence of Completion***

Curriculum Guides, Teacher Led Plans, Observations

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Review Student Achievement Data showing growth in reading/ Data Chats

**Person Responsible**

Shanita Hairston

**Schedule**

Weekly, from 8/18/2015 to 6/5/2016

***Evidence of Completion***

Student work and Common Planning Agendas, iReady data, and Achieve3000 levels.

**G1.B2.S3 Literacy Centers** 4

 S198857

**Strategy Rationale**

Literacy centers provide differentiated support and enrichment for students in speaking, listening, reading, and writing.

**Action Step 1** 5

Implement differentiated and effective literacy centers with rigorous activities.

**Person Responsible**

Shanita Hairston

**Schedule**

Weekly, from 8/11/2015 to 6/5/2016

***Evidence of Completion***

Lesson Plans, Observations



**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Differentiated Lesson Plans, Observations through informals and walkthroughs

**Person Responsible**

Shanita Hairston

**Schedule**

Weekly, from 8/11/2015 to 6/5/2016

***Evidence of Completion***

Differentiated Lesson Plans, Observations, Differentiated Center Activities

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Differentiated Lesson Plans, Observations through classroom visits

**Person Responsible**

Shanita Hairston

**Schedule**

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

***Evidence of Completion***

Differentiated Lesson Plans, Observations; Year at a glance student data

**G1.B2.S4** Gradual Release with the implementation of interactive journals and complex text. 4

 S198858

**Strategy Rationale**

Interactive journals provide support and an avenue for differentiation as students interact with complex text.

**Action Step 1** 5

Teachers will implement gradual release with interactive journals and model during the 90 minute reading block with complexity of text.

**Person Responsible**

Deb Dresbach

**Schedule**

Daily, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Interactivity Journals

**Plan to Monitor Fidelity of Implementation of G1.B2.S4** 6

Student Module Books; Synthesis of reading through writing.

**Person Responsible**

Shanita Hairston

**Schedule**

Monthly, from 10/1/2015 to 5/31/2016

***Evidence of Completion***

Student work analyzed using the Equip protocol.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S4** 7

The instructional leadership team will review student work during meetings.

**Person Responsible**

Heidi Taylor

**Schedule**

Monthly, from 10/1/2015 to 5/31/2016

***Evidence of Completion***

Student work with Equip rubric scores.

**G1.B3** Limited time for teachers to met to collaborate on the new curriculum Duval Reads. 2

B187402

**G1.B3.S1** Teachers will meet during weekly common planning, led by an administrator to plan core lessons, and to review and plan for how students are working on appropriately rigorous content in K-5 Literacy when they are reading, listening, writing and speaking about texts worth reading and systematically mastering foundational skills. 4

S198859

### Strategy Rationale

The lesson is paced such that students spend the majority of the literacy block reading, listening to, speaking, or writing about high-quality text(s) that is at or above the complexity level expected for the grade and time in the school year, such as these text exemplars.

The text(s) is worth reading because it exhibits exceptional craft and thought and/or provides useful information; where appropriate, the texts have rich illustrations.

Questions and tasks require students to attend to key ideas and details from the text, the craft and structure of text, and the integration of knowledge within a text or between multiple texts.

Questions and tasks require students to use details from text to demonstrate understanding and to support their ideas in discussion and writing.

Questions and tasks attend to the academic vocabulary in the text. Students have multiple exposures to this vocabulary and chances to learn word meanings.

Students read a high volume of texts at their independent level across a wide variety of genres that reflect topics studied in class as well as students' choice. Where appropriate, students work with the teacher in small groups to practice skills using texts at their instructional level.

Where appropriate, students strengthen their reading foundation skills, including print concepts, phonological awareness, phonics and word recognition, and fluency. Students access learning centers featuring manipulatives (e.g. letter cards, clay, and plastic letters), recorded texts and repeated readings, small or whole group choral reading and research-based computer programs to support their growth in these areas.

Students are asked to produce a range of writing, including formal and informal persuasive, informative and narrative pieces, across disciplines and that incorporate research as appropriate.

### Action Step 1 5

Teachers will meet weekly in teams

#### Person Responsible

Shanita Hairston

#### Schedule

Weekly, from 9/7/2015 to 6/10/2016

#### Evidence of Completion

Common Planning agendas inclusive of results

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

Review of agendas

**Person Responsible**

Shanita Hairston

**Schedule**

Weekly, from 9/7/2015 to 6/10/2016

***Evidence of Completion***

Agendas with followup notes

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

The teams will continuously reflect and add as needed to the common planning sessions each week.

**Person Responsible**

Shanita Hairston


**Schedule**

Weekly, from 9/7/2015 to 6/10/2016


***Evidence of Completion***

Agendas and student work

**G1.B4** Limited time for teachers to study literacy content standards and plan instruction together. **2**

 B187403

**G1.B4.S1** Teachers should ensure that students are working on appropriately rigorous content in K-5 Literacy when they are reading, listening, writing and speaking about texts worth reading and systematically mastering foundational skills. **4**

 S198862

### **Strategy Rationale**

So that during instruction:

- The lesson is paced such that students spend the majority of the literacy block reading, listening to, speaking, or writing about high-quality text(s) that is at or above the complexity level expected for the grade and time in the school year, such as these text exemplars.
- The text(s) is worth reading because it exhibits exceptional craft and thought and/or provides useful information; where appropriate, the texts have rich illustrations.
- Questions and tasks require students to attend to key ideas and details from the text, the craft and structure of text, and the integration of knowledge within a text or between multiple texts.
- Questions and tasks require students to use details from text to demonstrate understanding and to support their ideas in discussion and writing.
- Questions and tasks attend to the academic vocabulary in the text. Students have multiple exposures to this vocabulary and chances to learn word meanings.
- Students read a high volume of texts at their independent level across a wide variety of genres that reflect topics studied in class as well as students' choice. Where appropriate, students work with the teacher in small groups to practice skills using texts at their instructional level.
- Where appropriate, students strengthen their reading foundation skills, including print concepts, phonological awareness, phonics and word recognition, and fluency. Students access learning centers featuring manipulatives (e.g. letter cards, clay, and plastic letters), recorded texts and repeated readings, small or whole group choral reading and research-based computer programs to support their growth in these areas.
- Students are asked to produce a range of writing, including formal and informal persuasive, informative and narrative pieces, across disciplines and that incorporate research as appropriate.

### **Action Step 1** **5**

Literacy Centers for Primary Grades with support from Region 1 Literacy Specialist.

#### **Person Responsible**

Deb Dresbach

#### **Schedule**

On 9/24/2015

#### **Evidence of Completion**

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

Classroom walk-throughs

**Person Responsible**

Shanita Hairston

**Schedule**

Weekly, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Classroom walk-through forms and logs completed by administration.

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

iReady and Acheive 3000 data will be analyzed for student growth

**Person Responsible**

Shanita Hairston

**Schedule**

Monthly, from 10/30/2015 to 5/27/2016


***Evidence of Completion***

iReady and Achieve 3000 progress monitoring reports

**G2.** If teachers use data effectively to differentiate mathematics instruction, then student proficiency scores will increase proficiency in mathematics. 1

 G071866

**G2.B1** The need for a large amount of planning and preparation time for differentiated centers 2

 B187405

**G2.B1.S1** Teachers will participate in common planning sessions once a week with each other and an administrator. 4

 S198865

### Strategy Rationale

Teachers are able to meet during the school day to reflect on the new Duval Math curriculum, analyze student work, analyze data, create assessments, and unwrap Florida Standards together.

### Action Step 1 5

Each grade level will have common resource times together weekly; an administrator will lead these common planning sessions.

#### Person Responsible

Brett Hartley

#### Schedule

Weekly, from 8/31/2015 to 5/27/2016

#### Evidence of Completion

Common planning schedule as previously cited and common planning agendas inclusive of results.

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

Conversations will occur with teachers, administrators, and specialists within common planning meetings.

#### Person Responsible

Brett Hartley

#### Schedule

Weekly, from 8/31/2015 to 5/27/2016

#### Evidence of Completion

Common planning schedule as previously cited and common planning agendas inclusive of results.



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

Follow up discussions and classroom observations

### Person Responsible

Brett Hartley

### Schedule

Weekly, from 8/31/2015 to 5/27/2016

### Evidence of Completion

Common planning schedule as previously cited, common planning agendas inclusive of results, and focus walk notes.

**G2.B1.S2** During common planning sessions, teachers will analyze student data from various sources and collaboratively create center rotations to provide Tier 2 and Tier 3 interventions through blended learning and small group instruction. 4

 S198866

### Strategy Rationale

Create multiple lesson plans for centers can be time consuming. Through collaborating during common planning, teachers can divide up responsibilities in creating different centers for their students.

## Action Step 1 5

Teachers will bring differentiated center lesson plans to analyze and reflect upon. Teachers will help each other create ideas on how to effectively run their centers both on a management and content level.

### Person Responsible

Brett Hartley

### Schedule

Weekly, from 8/31/2015 to 5/27/2016

### Evidence of Completion

Common planning schedule as previously cited, common planning agendas inclusive of results, and differentiated center lesson plans.

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

Teachers will have weekly lesson plans documenting their use of differentiated centers.

**Person Responsible**

Brett Hartley

**Schedule**

Daily, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Lesson plans, observations, focus walks

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

Analysis of lesson plans and observations of centers.

**Person Responsible**

Brett Hartley


**Schedule**

Monthly, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Lesson plans, observation notes, focus walk notes

**G2.B2** Technology usage for the blended learning part of differentiated centers **2**

 B187406

**G2.B2.S1** Students will rotate through the computer center during math center time to complete activities in iReady. **4**

 S198867

**Strategy Rationale**

When teachers have a schedule for the computer center, this will ensure all students have access to the computer software that differentiates instruction to meet the needs of individual students.

**Action Step 1** **5**

Teachers will create a rotating schedule to ensure equity among students on the computers.

**Person Responsible**

Brett Hartley

**Schedule**

Weekly, from 8/24/2015 to 5/27/2016

***Evidence of Completion***

Lesson plans and schedules for math centers

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

Administrators monitor teacher and student use of iReady Math

**Person Responsible**

Brett Hartley

**Schedule**

Monthly, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Differentiated math center plans and iReady usage and performance reports

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

Reports are used to show effectiveness of the computer programs and the amount of usage.

**Person Responsible**

Brett Hartley

**Schedule**

Monthly, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

iReady reports

**G2.B2.S2** A schedule will be implemented for the computer lab and student laptop carts so teachers can plan on having a class set of computers on a regular basis. 4

 S198868

**Strategy Rationale**

Teachers can plan for rigorous computer activities that will yield whole class reports using iReady.

**Action Step 1** 5

Teachers will use the computers on the laptop cart in their room on the days assigned.

**Person Responsible**

Brett Hartley

**Schedule**

Monthly, from 9/21/2015 to 5/27/2016

***Evidence of Completion***

iReady usage reports

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

The laptop carts will be used in the classrooms by the students.

**Person Responsible**

Heidi Taylor

**Schedule**

Biweekly, from 8/24/2015 to 5/27/2016

***Evidence of Completion***

A calendar is in place for the teachers/students to share the laptop carts.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Usage of the computer programs will increase or show high usage.

**Person Responsible**

Heidi Taylor

**Schedule**

Biweekly, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Usage reports and the carts being in the rooms assigned on the calendar.

**G2.B3** When creating student profiles, the iReady program focuses more on number operations and algebraic thinking. More students are below grade level within the geometry, measurement, and data strands. This could be because of the increase of mathematical vocabulary within those strands. 2

B187407

**G2.B3.S1** During Geometry, Measurement, and Data Duval Math Modules, teachers will monitor class and individual student data, specifically focusing on measurement and data strands in K-2 and the geometry strand in 3-5, to group students together for small group instruction during math centers. Instead of creating groups using student profile groupings, the teachers will create groups based on scores and levels of the strands listed in the above sentence. 4

S198869

### Strategy Rationale

This focused instruction will fill the Geometry, Measurement, and Data gaps and bring students up to proficiency when implemented with fidelity.

### Action Step 1 5

Teachers will analyze data and differentiate instruction through planning and documenting in lesson plans.

#### Person Responsible

Brett Hartley

#### Schedule

Daily, from 8/24/2015 to 5/27/2016

#### Evidence of Completion

Data notebooks, Rtl logs, and lesson plans will provide the student data to show implementation.

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

Administrators will discuss differentiation within lesson plans with teachers.

#### Person Responsible

Brett Hartley

#### Schedule

Biweekly, from 8/31/2015 to 5/27/2016

#### Evidence of Completion

Lesson plans showing differentiation.

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

Student achievement data will support the differentiated instruction.

**Person Responsible**

Brett Hartley


**Schedule**

Monthly, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Reports will show data of whole class and individual students showing gains or losses.

**G2.B3.S2** Teachers will put an added focus on Geometry, Measurement, and Data vocabulary in Duval Math and centers lessons. 4

 S198870

**Strategy Rationale**

Students must understand mathematical vocabulary within Geometry, Measurement, and Data strands to effectively solve those types of problems.

**Action Step 1** 5

Teachers will create lessons in both core modules and centers that allow students to be exposed to and learn important vocabulary terms.

**Person Responsible**

Brett Hartley

**Schedule**

Weekly, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Lesson plans, observations, PLC discussions in common planning sessions as noted through common planning agenda inclusive of results.

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Teachers will assign different problems within the problem sets for students to practice.

**Person Responsible**

Brett Hartley

**Schedule**

Daily, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Teachers will share ideas on which problems should be given to which students.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

iReady data should increase throughout the year in the targeted strands.

**Person Responsible**

Brett Hartley

**Schedule**


Monthly, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Student and Teacher iReady data specifically related to measurement, data, and geometry.



**G2.B4** Lack of familiarity with our district's new curriculum. 2

 B187408

**G2.B4.S1** Teachers in all grades consistently reflect on the use of the new curriculum and work together in identifying the positive aspects and areas of struggle in implementing the new curriculum. 4

 S198871

**Strategy Rationale**

It is important to consistently discuss and reflect on the new curriculum so that teachers can help each other improve the areas in which they are struggling and stay on pace.

**Action Step 1** 5

Teachers will collaborate in order to brainstorm through areas of struggle with the new curriculum. They will help each other with ideas to stay on pace with what is provided by the district.

**Person Responsible**

Brett Hartley

**Schedule**

Weekly, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Common planning agendas inclusive of results, observations

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Administrators will check minutes from common planning groups along with administering frequent classroom walkthroughs.

**Person Responsible**

Brett Hartley

**Schedule**

Weekly, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Common planning agendas inclusive of results and logs from classroom walk throughs.

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Assessments, activities, and tasks will be aligned with the Florida mathematics standards.

**Person Responsible**

Brett Hartley

**Schedule**

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

**Evidence of Completion**

Focus walks, informal observations, formal observations, students learning gains, and meeting notes will show evidence of effectiveness.

**G2.B4.S2** The Lead Teacher in each professional learning community will attend bi-monthly instructional leadership meetings in order share and receive information from Lead Teachers in other grade levels.

4

 S198872

**Strategy Rationale**

By sharing ideas from other grade levels, teams might come up with other solutions to struggles they have not currently come up with.

**Action Step 1** 5

The Math Lead for each common planning group will attend bi-monthly instructional leadership meetings.

**Person Responsible**

Brett Hartley

**Schedule**

Biweekly, from 8/31/2015 to 5/27/2016

**Evidence of Completion**

Instructional Leadership meeting agendas inclusive of results.

**Plan to Monitor Fidelity of Implementation of G2.B4.S2** 6

Admin will keep minutes of bi-monthly instructional leadership meetings.

**Person Responsible**

Brett Hartley

**Schedule**

Biweekly, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Instructional Leadership meeting agendas inclusive of results.

**Plan to Monitor Effectiveness of Implementation of G2.B4.S2** 7

Reflections will be shared after implementing ideas from fellow colleagues.

**Person Responsible**

Brett Hartley

**Schedule**

Monthly, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Instructional Leadership meeting agendas inclusive of results.

**G2.B4.S3** Through using the new curriculum, teachers will continue with the Implementation of the four pillars of instruction in all math blocks and math centers. 4

 S198873

### Strategy Rationale

When there is rigor, engagement, demonstration of learning, and student ownership in a classroom, then the students will be exposed to the appropriate content through research based pedagogy.

### Action Step 1 5

Teachers will implement the district curriculum and plan for differentiated centers with the four pillars in mind.

#### Person Responsible

Brett Hartley

#### Schedule

Daily, from 8/24/2015 to 5/27/2016

#### Evidence of Completion

Lesson plans, observations

### Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

Focus walks, informal observations, and formal observations will show fidelity of the four pillar implementation.

#### Person Responsible

Brett Hartley

#### Schedule

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

#### Evidence of Completion

Focus walk notes from the administrators will provide evidence of four pillars.

**Plan to Monitor Effectiveness of Implementation of G2.B4.S3** 7

The focus walks will help monitor the four pillars and the administrators and coach will support this for effectiveness through feedback and modeling.

**Person Responsible**

Brett Hartley

**Schedule**

Weekly, from 8/31/2015 to 5/27/2016


***Evidence of Completion***

Feedback notes; Lesson plans (rigor); assessments (demonstration of learning); anecdotal notes of environment (engagement and student ownership)

**G3.** If teachers use data effectively to differentiate instruction in science, aligned to the Next Generations Florida Sunshine State Standards, then we will meet the needs of all learners in science. **1**

 G071867

**G3.B1** Limited time for teachers to study science content and standards and plan instruction together. **2**

 B187410

**G3.B1.S1** Teachers will meet on a regular basis to review assessment data and science journals to adjust instruction and plan differentiated activities to ensure that students are working on appropriately rigorous content in K-5 Science when they are reading, listening, writing and speaking about informational texts worth reading and reading worthwhile content to inform lab practice, inquiry, investigation, and research. **4**

 S198874

### Strategy Rationale

During classroom instruction:

- A majority of time is spent reading, listening to, speaking, or writing about text(s) in order to build content knowledge for science, and/or actively engaged in lab practice and investigation.
- The text(s) featured in the lesson is at or above the complexity level expected for the grade and time in the school year.
- The text(s) featured in the lesson is content-rich and includes features such as data, graphs, visual representations, and diagrams.
- Questions and tasks address featured text by attending to its particular structure, concepts, ideas, events and details.
- Questions and tasks attend to the academic language of the text so that students develop their vocabularies through multiple exposures and opportunities to learn word meanings.
- Questions build upon one another from lower-order to higher order thinking.
- Students discover thought processes and patterns through readings, investigations and/or teacher models.
- Laboratory investigations expand on knowledge built through textual analysis by applying content in real world contexts.
- Students analyze and interpret data from texts and investigations.
- Students do research to understand content-specific ideas.
- Students receive appropriate scaffolds and supports, including accommodations and modifications where appropriate, to engage with rigorous work.

### Action Step 1 **5**

Create a weekly common planning time.

#### Person Responsible

Jayne Owens Thompson

#### Schedule

On 8/25/2014

#### Evidence of Completion

Master Schedule

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

Review agendas and logs from common planning and instructional lead meetings.

**Person Responsible**

Jayne Owens Thompson

**Schedule**

Biweekly, from 9/24/2014 to 6/5/2015

***Evidence of Completion***

Agendas Minutes from meetings

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

Review lesson plans.

**Person Responsible**

Jayne Owens Thompson

**Schedule**

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

***Evidence of Completion***

Focus walk notes.

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

Review agendas for rigor.

**Person Responsible**

Pam Adams

**Schedule**

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

***Evidence of Completion***

Meeting notes

**G3.B1.S2** The science lead teacher will attend monthly meetings and distribute information to the Science School Improvement Team and Instructional Leadership Team 4

 S198875

### Strategy Rationale

Developing teacher leaders and a model classroom provides critical support to teachers.

### Action Step 1 5

Provide TDEs to for science lead to attend monthly district science lead training.

#### Person Responsible

Pam Adams

#### Schedule

Monthly, from 9/9/2014 to 5/20/2015

#### Evidence of Completion

Workshop notes Payroll roster

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

Meet with science lead to review training.

#### Person Responsible

Jayne Owens Thompson

#### Schedule

Monthly, from 9/17/2014 to 5/13/2015

#### Evidence of Completion

Meeting notes, Scheduling grid



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

Monitor the implementation of science content and strategies distributed through the School improvement Team meetings to classroom teachers.

**Person Responsible**

Pam Adams

**Schedule**

Monthly, from 9/24/2014 to 6/5/2015

***Evidence of Completion***

Minutes from meetings Notes from classroom observations

**G3.B1.S3** Teachers will unpack science standards with colleagues and students and benchmark student work against standards so students are taking ownership of their learning in K-5 Science when they persist in hard work, respond to teacher prompts thoughtfully and build on each other's observations or insights when discussing text, data, lab investigations , and research **4**

 S198876

### Strategy Rationale

Understanding the expectations of the standards provides a framework for developing scaffolded instruction to meet the standards.

Students will:

- ask and respond to questions about the text, data, and investigations, in order to build deeper understanding of the content.
- discuss and build on one another's thinking to deepen their understanding of the content through the use of collaborative strategies, discussion, and lab investigations.
- utilize graphics and other structural elements of the text to gain deeper understanding of the content presented.
- read and analyze texts and data independently and ask questions of peers and teachers when appropriate to build understanding of the text and scientific content.
- plan and carry out investigations to describe a phenomenon or to test a theory.

### Action Step 1 **5**

Teachers will unpack science standards with colleagues identifying key vocabulary by underlining or circling words. Key terms are explored for meaning and rigor.

#### Person Responsible

Jayne Owens Thompson

#### Schedule

Biweekly, from 9/24/2014 to 5/20/2015

#### Evidence of Completion

Notes from meetings Completed DOE forms for unpacking standards Standards' charts  
Lesson plans

### Action Step 2 **5**

Teachers will unpack science standards with students identifying key vocabulary by underlining or circling words. Key terms are explored for student generated definitions.

#### Person Responsible

Jayne Owens Thompson

#### Schedule

#### Evidence of Completion

Standards' charts Conversations with students Science journals

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

Monitor teacher and student understanding of key vocabulary and expectations of science standards.

**Person Responsible**

Jayne Owens Thompson

**Schedule**

Biweekly, from 9/24/2014 to 6/5/2015

***Evidence of Completion***

Meetings notes Classroom charts Student science journals Completed DOE forms for unpacking standards

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

Review Science CGAs, science interactive journals and listen to student accountable talk.

**Person Responsible**

Jayne Owens Thompson

**Schedule**

Biweekly, from 9/3/2014 to 6/5/2015

***Evidence of Completion***

Notes from observations Science data FOCUS walk forms

**G3.B1.S4** Teachers are collaborating during common planning to create assessments aligned to the NGSSS so that students are demonstrating their understanding in K-5 Science when their written work and contributions to discussion show progress toward grade-level expectations and/or rigorous IEP goals. **4**

 S198877

### Strategy Rationale

Students will:

- cite text structure, concepts, ideas, events and details in responding to questions or sharing ideas about the content.
- use details from text or data to demonstrate understanding of the content and to support their ideas in written and spoken responses.
- use academic language in written and oral responses.
- demonstrate understanding of the science content through their analysis of the text, including text structures, graphics, and data presented.
- express scientific ideas through written responses, collaborative investigations and inquiry, and lab investigation write-ups.
- cite evidence obtained through inquiry, investigation, and research and use evidence to support their thinking.
- demonstrate understanding through weekly investigations and document findings within journals.

### Action Step 1 **5**

Create common assessments and have monthly data chats

#### **Person Responsible**

Pam Adams

#### **Schedule**

Monthly, from 9/1/2015 to 5/31/2016

#### **Evidence of Completion**

Common Assessments; Data Analysis Sheets; Data chat logs

### Plan to Monitor Fidelity of Implementation of G3.B1.S4 **6**

Review of common assessment and data analysis sheets with administration

#### **Person Responsible**

Jayne Owens Thompson

#### **Schedule**

Monthly, from 10/2/2015 to 5/27/2016

#### **Evidence of Completion**

Copies of common assessments and data analysis sheets.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7**

Analysis of student common assessment scores

**Person Responsible**

Jayne Owens Thompson

**Schedule**

Monthly, from 10/2/2015 to 5/27/2016

**Evidence of Completion**

Data analysis sheets created by teachers, grade book grades for assessments

**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	Implement the Making Words and Heggerty curriculum with fidelity.	Dresbach, Deb	8/11/2015	Student Assessments, Differentiated Lesson Plans, Observation Instruments	6/5/2016 monthly
G1.B1.S2.A1	Provide professional development for implementing Achieve 3000 in grades 3-5 center rotations.	Dresbach, Deb	8/11/2015	Student data from Achieve 3000, Differentiated lesson plans, Lexile Levels.	6/5/2016 weekly
G1.B1.S3.A1	Provide professional development for implementing iReady Reading in literacy centers.	Dresbach, Deb	10/1/2015	Common Planning Agendas, iReady Usage Reports, Differentiated Lesson Plans, Observations	5/27/2016 weekly
G1.B2.S1.A1	Provide professional development and resources to support the implementation of RTI.	Hairston, Shanita	9/10/2015	Differentiated Lesson Plans; Blended Learning Data; RTI Documentation (Form 12)	6/5/2016 weekly
G1.B2.S2.A1	Implement guided reading in K-5 classrooms.	Dresbach, Deb	8/11/2014	Curriculum Guides, Differentiated Center Lesson Plans, Student work	6/5/2015 weekly
G1.B2.S3.A1	Implement differentiated and effective literacy centers with rigorous activities.	Hairston, Shanita	8/11/2015	Lesson Plans, Observations	6/5/2016 weekly
G1.B2.S4.A1	Teachers will implement gradual release with interactive journals and model during the 90 minute reading block with complexity of text.	Dresbach, Deb	8/24/2015	Interactivity Journals	6/10/2016 daily
G1.B3.S1.A1	Teachers will meet weekly in teams	Hairston, Shanita	9/7/2015	Common Planning agendas inclusive of results	6/10/2016 weekly
G1.B4.S1.A1	Literacy Centers for Primary Grades with support from Region 1 Literacy Specialist.	Dresbach, Deb	9/24/2015		9/24/2015 one-time
G2.B1.S1.A1	Each grade level will have common resource times together weekly; an administrator will lead these common planning sessions.	Hartley, Brett	8/31/2015	Common planning schedule as previously cited and common planning agendas inclusive of results.	5/27/2016 weekly
G2.B1.S2.A1	Teachers will bring differentiated center lesson plans to analyze and reflect upon. Teachers will help each other create ideas on how to effectively run their centers both on a management and content level.	Hartley, Brett	8/31/2015	Common planning schedule as previously cited, common planning agendas inclusive of results, and differentiated center lesson plans.	5/27/2016 weekly

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*Crown Point Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1	Teachers will create a rotating schedule to ensure equity among students on the computers.	Hartley, Brett	8/24/2015	Lesson plans and schedules for math centers	5/27/2016 weekly
G2.B2.S2.A1	Teachers will use the computers on the laptop cart in their room on the days assigned.	Hartley, Brett	9/21/2015	iReady usage reports	5/27/2016 monthly
G2.B3.S1.A1	Teachers will analyze data and differentiate instruction through planning and documenting in lesson plans.	Hartley, Brett	8/24/2015	Data notebooks, RtI logs, and lesson plans will provide the student data to show implementation.	5/27/2016 daily
G2.B3.S2.A1	Teachers will create lessons in both core modules and centers that allow students to be exposed to and learn important vocabulary terms.	Hartley, Brett	8/31/2015	Lesson plans, observations, PLC discussions in common planning sessions as noted through common planning agenda inclusive of results.	5/27/2016 weekly
G2.B4.S1.A1	Teachers will collaborate in order to brainstorm through areas of struggle with the new curriculum. They will help each other with ideas to stay on pace with what is provided by the district.	Hartley, Brett	8/31/2015	Common planning agendas inclusive of results, observations	5/27/2016 weekly
G2.B4.S2.A1	The Math Lead for each common planning group will attend bi-monthly instructional leadership meetings.	Hartley, Brett	8/31/2015	Instructional Leadership meeting agendas inclusive of results.	5/27/2016 biweekly
G2.B4.S3.A1	Teachers will implement the district curriculum and plan for differentiated centers with the four pillars in mind.	Hartley, Brett	8/24/2015	Lesson plans, observations	5/27/2016 daily
G3.B1.S1.A1	Create a weekly common planning time.	Owens Thompson, Jayne	8/11/2014	Master Schedule	8/25/2014 one-time
G3.B1.S2.A1	Provide TDEs to for science lead to attend monthly district science lead training.	Adams, Pam	9/9/2014	Workshop notes Payroll roster	5/20/2015 monthly
G3.B1.S3.A1	Teachers will unpack science standards with colleagues identifying key vocabulary by underlining or circling words. Key terms are explored for meaning and rigor.	Owens Thompson, Jayne	9/24/2014	Notes from meetings Completed DOE forms for unpacking standards Standards' charts Lesson plans	5/20/2015 biweekly
G3.B1.S4.A1	Create common assessments and have monthly data chats	Adams, Pam	9/1/2015	Common Assessments; Data Analysis Sheets; Data chat logs	5/31/2016 monthly
G1.B1.S1.A2	Vocabulary Workshop	Dresbach, Deb	10/1/2015	Agenda sign in sheet	10/1/2015 one-time
G3.B1.S3.A2	Teachers will unpack science standards with students identifying key vocabulary by underlining or circling words. Key terms are explored for student generated definitions.	Owens Thompson, Jayne	Standards' charts Conversations with students Science journals	one-time	
G1.MA1	Ongoing analysis of iReady Reading Data, Achieve 3000 Data, Student Work	Hairston, Shanita	10/1/2015	Student Data from iReady Reading, Student work, Achieve 3000, and Data chats	5/31/2016 biweekly
G1.B1.S1.MA1	Student Work and Data Protocols and Student Work/Assessments	Dresbach, Deb	8/18/2015	Student work and iReady data	6/5/2016 weekly
G1.B1.S1.MA1	Data and Common Planning Discussions	Hairston, Shanita	8/18/2015	Data Chats/Data Wall/Common Planning Agendas (3-5 - Owens-Thompson; K-2/4- Hairston)	6/5/2016 weekly
G1.B2.S1.MA1	Analysis of RTi documentation and iReady Growth reports	Hairston, Shanita	10/1/2015	RTI documentation with analysis, Growth charts created by Teachers and Interventionist	6/5/2016 monthly
G1.B2.S1.MA1	Differentiated Lesson Plans based on Student Achievement Data and RTI Documentation	Hairston, Shanita	9/22/2015	Differentiated Lesson Plans and RTI Documentation, including graphs and form 12, provided by School Counselors	6/5/2016 biweekly

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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
G1.B3.S1.MA1	The teams will continuously reflect and add as needed to the common planning sessions each week.	Hairston, Shanita	9/7/2015	Agendas and student work	6/10/2016 weekly
G1.B3.S1.MA1	Review of agendas	Hairston, Shanita	9/7/2015	Agendas with followup notes	6/10/2016 weekly
G1.B4.S1.MA1	iReady and Acheive 3000 data will be analyzed for student growth	Hairston, Shanita	10/30/2015	iReady and Achieve 3000 progress monitoring reports	5/27/2016 monthly
G1.B4.S1.MA1	Classroom walk-throughs	Hairston, Shanita	8/31/2015	Classroom walk-through forms and logs completed by administration.	5/27/2016 weekly
G1.B1.S2.MA1	Data chats and analysis	Dresbach, Deb	8/18/2015	Common Planning Agendas	6/5/2016 weekly
G1.B1.S2.MA1	Observations, Lesson Plans, Usage Reports, Exit tickets	Hairston, Shanita	8/11/2015	Usage Reports and differentiated lesson plans	6/5/2016 biweekly
G1.B2.S2.MA1	Review Student Achievement Data showing growth in reading/ Data Chats	Hairston, Shanita	8/18/2015	Student work and Common Planning Agendas, iReady data, and Achieve3000 levels.	6/5/2016 weekly
G1.B2.S2.MA1	Teacher Led Plans and Observations	Hairston, Shanita	8/18/2015	Curriculum Guides, Teacher Led Plans, Observations	6/5/2016 weekly
G1.B1.S3.MA1	Review student growth reports and student achievement data.	Dresbach, Deb	9/8/2015	Blended Learning Report	6/5/2016 monthly
G1.B1.S3.MA1	Differentiated Lesson Plans, Observations, and Blended Learning	Hairston, Shanita	10/6/2015	Blended Learning and Differentiated Lesson Plans	6/5/2016 weekly
G1.B2.S3.MA1	Differentiated Lesson Plans, Observations through classroom visits	Hairston, Shanita	8/11/2014	Differentiated Lesson Plans, Observations; Year at a glance student data	6/5/2015 weekly
G1.B2.S3.MA1	Differentiated Lesson Plans, Observations through informals and walkthroughs	Hairston, Shanita	8/11/2015	Differentiated Lesson Plans, Observations, Differentiated Center Activities	6/5/2016 weekly
G1.B2.S4.MA1	The instructional leadership team will review student work during meetings.	Taylor, Heidi	10/1/2015	Student work with Equip rubric scores.	5/31/2016 monthly
G1.B2.S4.MA1	Student Module Books; Synthesis of reading through writing.	Hairston, Shanita	10/1/2015	Student work analyzed using the Equip protocol.	5/31/2016 monthly
G2.MA1	Increase in iReady data performance and core curriculum assessment performance as it specifically relates to measurement and data in grades K-2 and geometry in grades 3-5.	Hartley, Brett	8/31/2015	Data will show an increase or decline in performance for each teacher's class(es).	5/27/2016 monthly
G2.B1.S1.MA1	Follow up discussions and classroom observations	Hartley, Brett	8/31/2015	Common planning schedule as previously cited, common planning agendas inclusive of results, and focus walk notes.	5/27/2016 weekly
G2.B1.S1.MA1	Conversations will occur with teachers, administrators, and specialists within common planning meetings.	Hartley, Brett	8/31/2015	Common planning schedule as previously cited and common planning agendas inclusive of results.	5/27/2016 weekly
G2.B2.S1.MA1	Reports are used to show effectiveness of the computer programs and the amount of usage.	Hartley, Brett	8/31/2015	iReady reports	5/27/2016 monthly
G2.B2.S1.MA1	Administrators monitor teacher and student use of iReady Math	Hartley, Brett	8/31/2015	Differentiated math center plans and iReady usage and performance reports	5/27/2016 monthly
G2.B3.S1.MA1	Student achievement data will support the differentiated instruction.	Hartley, Brett	8/31/2015	Reports will show data of whole class and individual students showing gains or losses.	5/27/2016 monthly
G2.B3.S1.MA1	Administrators will discuss differentiation within lesson plans with teachers.	Hartley, Brett	8/31/2015	Lesson plans showing differentiation.	5/27/2016 biweekly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.MA1	Assessments, activities, and tasks will be aligned with the Florida mathematics standards.	Hartley, Brett	9/1/2014	Focus walks, informal observations, formal observations, students learning gains, and meeting notes will show evidence of effectiveness.	6/5/2015 monthly
G2.B4.S1.MA1	Administrators will check minutes from common planning groups along with administering frequent classroom walkthroughs.	Hartley, Brett	8/31/2015	Common planning agendas inclusive of results and logs from classroom walk throughs.	5/27/2016 weekly
G2.B1.S2.MA1	Analysis of lesson plans and observations of centers.	Hartley, Brett	8/31/2015	Lesson plans, observation notes, focus walk notes	5/27/2016 monthly
G2.B1.S2.MA1	Teachers will have weekly lesson plans documenting their use of differentiated centers.	Hartley, Brett	8/31/2015	Lesson plans, observations, focus walks	5/27/2016 daily
G2.B2.S2.MA1	Usage of the computer programs will increase or show high usage.	Taylor, Heidi	8/31/2015	Usage reports and the carts being in the rooms assigned on the calendar.	5/27/2016 biweekly
G2.B2.S2.MA1	The laptop carts will be used in the classrooms by the students.	Taylor, Heidi	8/24/2015	A calendar is in place for the teachers/students to share the laptop carts.	5/27/2016 biweekly
G2.B3.S2.MA1	iReady data should increase throughout the year in the targeted strands.	Hartley, Brett	8/31/2015	Student and Teacher iReady data specifically related to measurement, data, and geometry.	5/27/2016 monthly
G2.B3.S2.MA1	Teachers will assign different problems within the problem sets for students to practice.	Hartley, Brett	8/31/2015	Teachers will share ideas on which problems should be given to which students.	5/27/2016 daily
G2.B4.S2.MA1	Reflections will be shared after implementing ideas from fellow colleagues.	Hartley, Brett	8/31/2015	Instructional Leadership meeting agendas inclusive of results.	5/27/2016 monthly
G2.B4.S2.MA1	Admin will keep minutes of bi-monthly instructional leadership meetings.	Hartley, Brett	8/31/2015	Instructional Leadership meeting agendas inclusive of results.	5/27/2016 biweekly
G2.B4.S3.MA1	The focus walks will help monitor the four pillars and the administrators and coach will support this for effectiveness through feedback and modeling.	Hartley, Brett	8/31/2015	Feedback notes; Lesson plans (rigor); assessments (demonstration of learning); anecdotal notes of environment (engagement and student ownership)	5/27/2016 weekly
G2.B4.S3.MA1	Focus walks, informal observations, and formal observations will show fidelity of the four pillar implementation.	Hartley, Brett	9/1/2014	Focus walk notes from the administrators will provide evidence of four pillars.	6/5/2015 weekly
G3.MA1	Review of meeting exit tickets, and science journals.	Owens Thompson, Jayne	9/24/2014	Questions on exit ticket - What new knowledge did you learn and what questions do you still have? Rigor in Science Journals	6/5/2015 biweekly
G3.MA2	Analysis of Science CGA Data and ongoing Common Assessments	Owens Thompson, Jayne	9/10/2014	Data Notebooks	4/15/2015 every-2-months
G3.B1.S1.MA1	Review agendas for rigor.	Adams, Pam	9/1/2014	Meeting notes	6/5/2015 monthly
G3.B1.S1.MA1	Review agendas and logs from common planning and instructional lead meetings.	Owens Thompson, Jayne	9/24/2014	Agendas Minutes from meetings	6/5/2015 biweekly
G3.B1.S1.MA3	Review lesson plans.	Owens Thompson, Jayne	9/1/2014	Focus walk notes.	6/5/2015 biweekly
G3.B1.S2.MA1	Monitor the implementation of science content and strategies distributed through the School improvement Team meetings to classroom teachers.	Adams, Pam	9/24/2014	Minutes from meetings Notes from classroom observations	6/5/2015 monthly
G3.B1.S2.MA1	Meet with science lead to review training.	Owens Thompson, Jayne	9/17/2014	Meeting notes, Scheduling grid	5/13/2015 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S3.MA1	Review Science CGAs, science interactive journals and listen to student accountable talk.	Owens Thompson, Jayne	9/3/2014	Notes from observations Science data FOCUS walk forms	6/5/2015 biweekly
G3.B1.S3.MA1	Monitor teacher and student understanding of key vocabulary and expectations of science standards.	Owens Thompson, Jayne	9/24/2014	Meetings notes Classroom charts Student science journals Completed DOE forms for unpacking standards	6/5/2015 biweekly
G3.B1.S4.MA1	Analysis of student common assessment scores	Owens Thompson, Jayne	10/2/2015	Data analysis sheets created by teachers, grade book grades for assessments	5/27/2016 monthly
G3.B1.S4.MA1	Review of common assessment and data analysis sheets with administration	Owens Thompson, Jayne	10/2/2015	Copies of common assessments and data analysis sheets.	5/27/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If all teachers use data effectively to differentiate instruction in reading, aligned to Florida Standards, then we will meet the needs of all learners and increase proficiency in reading.

**G1.B1** Limited background knowledge and vocabulary students bring to the classroom.

**G1.B1.S1** Teachers will use the Making Words (K-3), Heggerty (K-2) in Foundational Instructional Framework.

### PD Opportunity 1

Implement the Making Words and Heggerty curriculum with fidelity.

#### Facilitator

Deb Dresbach

#### Participants

K-3 Teachers

#### Schedule

Monthly, from 8/11/2015 to 6/5/2016

### PD Opportunity 2

Vocabulary Workshop

#### Facilitator

Region 1 K-2 Specialists

#### Participants

K-2 Teachers

#### Schedule

On 10/1/2015

**G1.B1.S2** Teachers and students will use the Achieve 3000 computer program.

**PD Opportunity 1**

Provide professional development for implementing Achieve 3000 in grades 3-5 center rotations.

**Facilitator**

Deb Dresbach, Achieve 3000 Representatives

**Participants**

Teachers of Grades 1-5

**Schedule**

Weekly, from 8/11/2015 to 6/5/2016

**G1.B1.S3** Teachers and students will use the iReady Reading computer program.

**PD Opportunity 1**

Provide professional development for implementing iReady Reading in literacy centers.

**Facilitator**

Deb Dresbach

**Participants**

K-5 Teachers

**Schedule**

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

**G1.B2** Students performing below grade level requirements.

**G1.B2.S1** Response to Intervention (RTI)

**PD Opportunity 1**

Provide professional development and resources to support the implementation of RTi.

**Facilitator**

School Counselors and Rtl Team

**Participants**

Teachers K-5

**Schedule**

Weekly, from 9/10/2015 to 6/5/2016

### **G1.B2.S2 Guided Reading**

#### **PD Opportunity 1**

Implement guided reading in K-5 classrooms.

##### **Facilitator**

Deb Dresbach

##### **Participants**

Teachers K-5

##### **Schedule**

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

### **G1.B2.S3 Literacy Centers**

#### **PD Opportunity 1**

Implement differentiated and effective literacy centers with rigorous activities.

##### **Facilitator**

Deb Dresbach

##### **Participants**

Teachers K-5

##### **Schedule**

Weekly, from 8/11/2015 to 6/5/2016

### **G1.B2.S4 Gradual Release with the implementation of interactive journals and complex text.**

#### **PD Opportunity 1**

Teachers will implement gradual release with interactive journals and model during the 90 minute reading block with complexity of text.

##### **Facilitator**

Deb Dresbach

##### **Participants**

K-5 ELA teachers

##### **Schedule**

Daily, from 8/24/2015 to 6/10/2016

**G1.B4** Limited time for teachers to study literacy content standards and plan instruction together.

**G1.B4.S1** Teachers should ensure that students are working on appropriately rigorous content in K-5 Literacy when they are reading, listening, writing and speaking about texts worth reading and systematically mastering foundational skills.

**PD Opportunity 1**

Literacy Centers for Primary Grades with support from Region 1 Literacy Specialist.

**Facilitator**

Deb Dresbach

**Participants**

K-2 Teachers

**Schedule**

On 9/24/2015

**G2.** If teachers use data effectively to differentiate mathematics instruction, then student proficiency scores will increase proficiency in mathematics.

**G2.B1** The need for a large amount of planning and preparation time for differentiated centers

**G2.B1.S2** During common planning sessions, teachers will analyze student data from various sources and collaboratively create center rotations to provide Tier 2 and Tier 3 interventions through blended learning and small group instruction.

**PD Opportunity 1**

Teachers will bring differentiated center lesson plans to analyze and reflect upon. Teachers will help each other create ideas on how to effectively run their centers both on a management and content level.

**Facilitator**

District Math Specialist, Administrators, and Peer Teachers

**Participants**

All K-5 teachers of mathematics

**Schedule**

Weekly, from 8/31/2015 to 5/27/2016

## **G2.B2** Technology usage for the blended learning part of differentiated centers

**G2.B2.S1** Students will rotate through the computer center during math center time to complete activities in iReady.

### **PD Opportunity 1**

Teachers will create a rotating schedule to ensure equity among students on the computers.

#### **Facilitator**

District Math Specialist, Administrators, Peer Teachers

#### **Participants**

All K-5 teachers of mathematics

#### **Schedule**

Weekly, from 8/24/2015 to 5/27/2016

**G2.B3** When creating student profiles, the iReady program focuses more on number operations and algebraic thinking. More students are below grade level within the geometry, measurement, and data strands. This could be because of the increase of mathematical vocabulary within those strands.

**G2.B3.S1** During Geometry, Measurement, and Data Duval Math Modules, teachers will monitor class and individual student data, specifically focusing on measurement and data strands in K-2 and the geometry strand in 3-5, to group students together for small group instruction during math centers. Instead of creating groups using student profile groupings, the teachers will create groups based on scores and levels of the strands listed in the above sentence.

### **PD Opportunity 1**

Teachers will analyze data and differentiate instruction through planning and documenting in lesson plans.

#### **Facilitator**

DAT Team, District Math Specialist, Administrators, and Peer Teachers

#### **Participants**

All K-5 teachers of mathematics

#### **Schedule**

Daily, from 8/24/2015 to 5/27/2016

**G2.B3.S2** Teachers will put an added focus on Geometry, Measurement, and Data vocabulary in Duval Math and centers lessons.

**PD Opportunity 1**

Teachers will create lessons in both core modules and centers that allow students to be exposed to and learn important vocabulary terms.

**Facilitator**

District Math Specialist, Administrators, and Peer Teachers

**Participants**

All K-5 teachers of mathematics

**Schedule**

Weekly, from 8/31/2015 to 5/27/2016

**G2.B4** Lack of familiarity with our district's new curriculum.

**G2.B4.S3** Through using the new curriculum, teachers will continue with the Implementation of the four pillars of instruction in all math blocks and math centers.

**PD Opportunity 1**

Teachers will implement the district curriculum and plan for differentiated centers with the four pillars in mind.

**Facilitator**

District Math Specialist, Administrators, and Peer Teachers

**Participants**

All K-5 teachers of mathematics

**Schedule**

Daily, from 8/24/2015 to 5/27/2016

**G3.** If teachers use data effectively to differentiate instruction in science, aligned to the Next Generations Florida Sunshine State Standards, then we will meet the needs of all learners in science.

**G3.B1** Limited time for teachers to study science content and standards and plan instruction together.

**G3.B1.S2** The science lead teacher will attend monthly meetings and distribute information to the Science School Improvement Team and Instructional Leadership Team

**PD Opportunity 1**

Provide TDEs to for science lead to attend monthly district science lead training.

**Facilitator**

District Science Team

**Participants**

Pam Adams

**Schedule**

Monthly, from 9/9/2014 to 5/20/2015

**G3.B1.S3** Teachers will unpack science standards with colleagues and students and benchmark student work against standards so students are taking ownership of their learning in K-5 Science when they persist in hard work, respond to teacher prompts thoughtfully and build on each other's observations or insights when discussing text, data, lab investigations , and research

**PD Opportunity 1**

Teachers will unpack science standards with colleagues identifying key vocabulary by underlining or circling words. Key terms are explored for meaning and rigor.

**Facilitator**

Science Leads Principal

**Participants**

K-2 Teachers 3-5 Science Teachers

**Schedule**

Biweekly, from 9/24/2014 to 5/20/2015



**G3.B1.S4** Teachers are collaborating during common planning to create assessments aligned to the NGSSS so that students are demonstrating their understanding in K-5 Science when their written work and contributions to discussion show progress toward grade-level expectations and/or rigorous IEP goals.

**PD Opportunity 1**

Create common assessments and have monthly data chats

**Facilitator**

Science Lead; District Science Specialist; Science administrator(s)

**Participants**

Science Leads

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

## 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	Implement the Making Words and Heggerty curriculum with fidelity.				\$0.00
2	G1.B1.S1.A2	Vocabulary Workshop				\$0.00
3	G1.B1.S2.A1	Provide professional development for implementing Achieve 3000 in grades 3-5 center rotations.				\$0.00
4	G1.B1.S3.A1	Provide professional development for implementing iReady Reading in literacy centers.				\$0.00
5	G1.B2.S1.A1	Provide professional development and resources to support the implementation of RTi.				\$0.00
6	G1.B2.S2.A1	Implement guided reading in K-5 classrooms.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$3,500.00
Notes: Substitutes for TDEs						
7	G1.B2.S3.A1	Implement differentiated and effective literacy centers with rigorous activities.				\$0.00
8	G1.B2.S4.A1	Teachers will implement gradual release with interactive journals and model during the 90 minute reading block with complexity of text.				\$0.00
9	G1.B3.S1.A1	Teachers will meet weekly in teams				\$0.00
10	G1.B4.S1.A1	Literacy Centers for Primary Grades with support from Region 1 Literacy Specialist.				\$0.00
11	G2.B1.S1.A1	Each grade level will have common resource times together weekly; an administrator will lead these common planning sessions.				\$0.00
12	G2.B1.S2.A1	Teachers will bring differentiated center lesson plans to analyze and reflect upon. Teachers will help each other create ideas on how to effectively run their centers both on a management and content level.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$6,000.00
Notes: Substitutes						
13	G2.B2.S1.A1	Teachers will create a rotating schedule to ensure equity among students on the computers.				\$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$2,600.00

Budget Data						
			Notes: Substitutes			
14	G2.B2.S2.A1	Teachers will use the computers on the laptop cart in their room on the days assigned.				\$0.00
15	G2.B3.S1.A1	Teachers will analyze data and differentiate instruction through planning and documenting in lesson plans.				\$0.00
16	G2.B3.S2.A1	Teachers will create lessons in both core modules and centers that allow students to be exposed to and learn important vocabulary terms.				\$0.00
17	G2.B4.S1.A1	Teachers will collaborate in order to brainstorm through areas of struggle with the new curriculum. They will help each other with ideas to stay on pace with what is provided by the district.				\$0.00
18	G2.B4.S2.A1	The Math Lead for each common planning group will attend bi-monthly instructional leadership meetings.				\$0.00
19	G2.B4.S3.A1	Teachers will implement the district curriculum and plan for differentiated centers with the four pillars in mind.				\$0.00
20	G3.B1.S1.A1	Create a weekly common planning time.				\$0.00
21	G3.B1.S2.A1	Provide TDEs to for science lead to attend monthly district science lead training.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$1,800.00
			Notes: Substitutes			
22	G3.B1.S3.A1	Teachers will unpack science standards with colleagues identifying key vocabulary by underlining or circling words. Key terms are explored for meaning and rigor.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$3,500.00
			Notes: Substitutes			
23	G3.B1.S3.A2	Teachers will unpack science standards with students identifying key vocabulary by underlining or circling words. Key terms are explored for student generated definitions.				\$0.00
24	G3.B1.S4.A1	Create common assessments and have monthly data chats				\$0.00
					<b>Total:</b>	<b>\$17,400.00</b>