

Merrill Road Elementary School

8239 MERRILL RD, Jacksonville, FL 32277

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	71%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Merrill Road Elementary School faculty and staff will provide students with opportunities to learn and achieve success while holding them accountable for high, individual expectations; collaborating and utilizing data focused instructional practices to assist in developing the whole child.

Provide the school's vision statement

Students will leave Merrill Road Elementary School with the knowledge to succeed by achieving individual expectations for the development of the whole child.

School Environment

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

Students have an opportunity to learn and share of different students' culture through the following activities:

- 1) Multicultural month activities
- 2) Social Studies Units on People of the World
- 3) Literature and stories of different cultures studied during Reading Core instruction
- 4) Sharing of different ethnic foods in our school's cafeteria
- 5) Parents and Grandparents are invited to the school to share native customs
- 6) Extended Research on People of the World utilizing the computer
- 7) Teachers work to provide an environment that is conducive to learn for all students regardless of the origin
- 8) Character Traits are shared monthly as students work to incorporate the character trait into their daily routine
- 9) Monthly Marvelous Mustang Recognition of a student from each class that has displayed the monthly IB character trait daily.

The district utilized the Gallup survey administered to parents, faculty and staff. The data is reviewed, disaggregated, and analyzed to determine the impact on the learning environment and the child. The results of the survey is used to help improve relationships between all stakeholders.

Our school counselor offers regular meeting opportunities for parents to participate in to discuss student and family needs. Information is then shared and needs are addressed. Teachers also send monthly newsletters in order to maintain constant contact and bridge the gap between home and school. Our parent involvement events will build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress.

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

Merrill Road Elementary Faculty and Staff along with students have developed school-wide guidelines for success and a code of conduct that is recited everyday of how to have a successful and safe day. The school creates an environment where students feel safe and respected before, during and after school at all times. The students are aware of the district, school, and classroom rules that refrains from bullying. All students are aware of the person to contact if they feel unsafe before school, during, and after school. Merrill Road Employees supervises all common areas before,

during, and after school Parents are kept informed of the processes that ensure the safety of their children through daily communications with the classroom teacher, phone calls, newsletters, that focused on child safety. Merrill Road creates a culture that positively reinforces student behavior that aligns to our student conduct pledge. Our guidance counselor and administrators provides lessons to the students on appropriate and inappropriate behavior. Faculty and Staff have created and been trained on Emergency Response Plan of Action in case of a crisis. A trained SERT is trained and ready to be activated in case of an emergency. All classes have a RED Bag with emergency procedures to follow in case of a crisis. Our Safety plan included clearly articulated behaviors and expectations specific to possible emergency protocols. Staff consistently participates in school-wide monthly drills. All Faculty and Staff are expected to wear ID badges and all visitors MUST check in at the front office where their identification is scanned into the system to check for clearance. Faculty and Staff are constantly monitoring the hall during early morning arrival to ensure that all students get to their classroom safely. Identified Faculty and Staff escort all students to their departure areas for dismissal. A crossing guard is assigned to cross students safely. Faculty and Staff are on duty until all students have safely left the building. Evacuation drills are conducted monthly. Positive Behavior Intervention and Supports (PBIS) plan is in place to clearly articulate the school-wide expectations and provide consistent opportunities to review, analyze and disaggregated student discipline data to identify trends and needs.

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

School-wide Behavior Expectations, Foundations) CHAMPs have been established and are posted and implemented in all classrooms and throughout the building. These expectations were developed and conveyed to all stakeholders, parents and students during open house and frequently throughout the school year. Consequences, positive and negative have been posted so that students are aware of the expectations. The school is in the process of developing a school-wide Positive Behavior Intervention Strategies to redirect early warning signs of potential negative consequences. Teachers implement Response to Behavior interventions to redirect inappropriate behavior. In addition, all classrooms have a behavior chart which allows students to self monitor their behaviors.

Merrill Road Elementary School awards learners who are doing a great job of exhibiting the IB profile attribute traits. Classroom teachers will choose one student. Each student receives a certificate and is allowed to paint their names on the wall of Marvelous Mustangs plaque to be hung in the cafeteria. Parents are sent invitations at least one week in advance.

Students also will have the opportunity to eat with the Principal / Assistant Principal, for jobs well done. There will be on-going incentives for "caught doing good," and being a great citizen.

Teacher and administrative interventions/disciplinary actions will be in accordance with the Duval County Student Code of Conduct.

Restorative Justice is utilized to guide our students and staff in understanding the cause and effect of our decisions and develop consequences that require students to resolve their conflicts and differences in a restorative manner.

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

Through a variety of programs designed to meet the individual needs of students, our staff strives to ensure the social-emotional needs of all student. To supports this, we will maximize student success in the areas of academic, career, personal/social development through individual, group, classroom guidance lessons, and responsive services. Throughout the year, every student has an opportunity to participate and discuss their likes, dislikes, family make-up, and a variety of other informal discussions designed to get to know our students on a more personal level.

Big brother/Big Sisters are utilized across the campus to provide opportunities for our students.

Students from Jacksonville University also provide mentoring support our students. Full Service School is a resource for our students and families utilized to provide counseling, guidance, and a variety of other support through our partnership with the United Way. The faculty and Staff have been trained in how to identify 'Early Warning Signs' of students with potential emotional problems. We utilize several school and community resources that provide services to families and students such as: Full Service Schools. Child Guidance, School Counselor, Big Brother/Big Sister, Foster Grandma and Grandpa, Honor Students from High School Feeder School, Instructional Support Personnel, Rapid Response System, Teacher/Student mentors, Pals, Child Find and ESE District Support Staff.

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

We believe that in elementary grades, it is critical for students to master key academic skills and to begin to develop good attendance habits. We know that students who have difficulties with key academic skills, and have attendance issues are more likely to be at-risk. Through the use of Positive Behavior Interventions and Supports (PBIS) Plan and Foundations Team, discipline data is reviewed, disaggregated, and analyzed monthly to determine trends. From this work, action plans are created to address identified needs. The Attendance Intervention Team meets monthly to review attendance data and develop action plans and truancy contracts for applicable students. Through quarterly data chats, student district assessment data, checks for Understanding, teacher created assessment data and informal classroom data is analyzed to determine at-risk students utilizing I-Ready and DAR, At these data chat I-Ready baseline data, the previous year's state assessment data (Don Brewer), and retainee data will be utilized to triangulate data points and identify the bottom quartile. Students falling in this category will be monitored throughout each data chat, to evaluate progress and impact of tiered interventions. Staff is trained on Early Warning Signals (ALERT) specific to behavioral concerns, abuse, bullying and crisis or emergency regarding children. This process includes specific protocols regarding what to do in the case of an identified concern. Merrill Road is a Kindergarten -Grade 2 Elementary School

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The following interventions are in place to address students with potential identified early warning signs:

- 1) Monitoring of average daily attendance (Monthly AIT Meetings)
- 2) Quarterly Attendance Recognition Programs (AIT)
- 3) Small Group Instruction
- 3) RtI Interventions -academic intervention strategies , data driven instruction, Tier I,II,& III interventions,
Differentiated small group instruction, ESE Support Team, (ISP) Instructional Support Personnel/
Paras,
Reading Coach, Technology Resource Programs (I-Ready).
- 4) Referral/Monitoring for Multidisciplinary Team
- 5) Referral for Community Counseling at Community Agencies
- 6) Assign Student to a mentor
- 7) Provide remedial and tutorial Opportunities
- 8) (PBIS) Positive Behavior Intervention Strategies
- 9) Full Service schools resources

Through the use of the Positive Behavior Interventions and Supports (PBIS) Plan and Foundations Team, discipline data is reviewed, disaggregated, and analyzed monthly to determine trends. From this work, action plans are created to address identified needs.

*The Attendance Intervention Team meets monthly to review attendance data and develop action plans and truancy contracts for applicable students.

*Through quarterly data chats, student district assessment data, Checks for Understanding, teacher created assessment data and informal classroom data is analyzed to determine at-risk students.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/202754>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Leadership Team serves as the primary public relations contact for business partnerships, reaching out for opportunities to expand and build upon the connections within the school community, The school extends invitations to parents and the community through the following resources:

- 1) District/School Flyers
- 2) Teacher Newsletters
- 3) Connect Duval (Parents Link)
- 4) PTA Meeting
- 5) SAC Meetings

- 6) Open House
- 7) Parent / Teacher Conferences
- 8) Monthly Parents Involvement Events
- 9) Parent Academy
- 10) Ready to Learn

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
Clark, Diane	Principal
Jones, Georgette	Assistant Principal
Breden , Dennis	Instructional Coach
McQueen, Kathy	Guidance Counselor
Savy, Carson	Other

Duties

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

Functions and responsibilities as a productive team:

1. Serve as a resource to faculty and staff regarding the Rtl process, best practices, and data disaggregation.
2. Attend all district training opportunities and bring pertinent information back to the school community to better meet the individual needs of our students.
3. Meet on a monthly, consistent basis to review and disaggregate data. Take information gained from these meetings back to staff and provide assistance in addressing the needs identified through this process.
4. Monitor and assist in the implementation of the three-tiered Rtl model within our school community.

Diane L. Clark, Principal

The Principal will provide leadership and administration which will motivate instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally.

The principal will maintain an environment that is safe and facilitates rituals and routines. Evaluations of staff and faculty are done by her to provide improvement to their professional practices. She will provide a behavioral system that is fair and promotes restorative justice. Mrs. Clark evaluates the social, emotional health and educational needs of the students in the building based on current demographical data. Mrs. Clark is involved in professional development of our staff and faculty. This professional development includes but not limited to better instructional practices in the classroom and district initiatives. She will help implement the Florida Standards which are to strategically point a student to being College and Career ready. Students are challenged by her to achieve academic achievement at its highest.

Georgette Jones, Assistant Principal

The Assistant Principal will assist in providing leadership and administration which will motivate

instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally. She will assist in maintain a culture of safety and respect. Mrs. Jones will assist in evaluations of staff and faculty to provide improvement to their professional practices. She will assist in implementing the school behavioral system. She will assist principal (Assistant Principal) assists the principal by monitoring the school-based Rtl team, conducts assessment of Rtl skills of school staff, and monitoring the implementation of intervention support and documentation. Supports the Principal to ensure all decision-making is centered around student learning. Supports school wide goals by sustaining a culture that promotes high instructional and professional expectations for all members.

Dennis Breden, Reading Coach

The reading coach will support all staff in the implementation of the site reading plan and program. He will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. He will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. He will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

Kathy McQueen, Guidance Counselor

Ms. McQueen primarily will serve as the liaison between the school and the district, identifying barriers to learning and early warning signs of while working with all available resources within the school community to effectively offer support to staff and students, as needed..

Carson Savy, IB Coordinator

The IB Coordinator will Provide and facilitate staff development activities, to coordinate and implement the

program. She will Assist staff in preparing curriculum for IB courses while serving as the liaison with the International Baccalaureate Organization (IBO) office. The IB Coordinator will provide an IB-related counseling service to students and parents; including presentations for parents, appropriate class placement and ongoing parent communication.

Erin Anthony, Rebecca Read, and Gabby Treadwell, ESE Teachers

The ESE teachers will assist in ensuring as students move through the Rtl process that appropriate interventions are used and required data is completed. Both teachers may also be responsible for providing Tier ii and Tier iii interventions for students in need. In addition, both will assist in ensuring appropriate, research-based interventions/modifications are chosen and implemented with fidelity.

Robert Poole, School Psychologist

The School Psychologist will participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

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

Collaborative problem solving teams meet weekly to discuss core instruction and both small group and individual needs. Teachers work together to brainstorm how resources can be used to address specific student needs. If students continue to struggle after Tier III interventions have been exhausted, the MTSS team meets on a regular basis to look at core instruction and how resources can be allocated to help students. As a result of the discussion at these meetings, staff members develop a plan to meet with small groups and individual team monitors the effectiveness through the analysis of data on a regular basis..

(SAI) Supplemental Academic Instruction Funds (SAI) will be used for remediation of students struggling during the school day. In weekly meetings, our collaborative problem-solving team works

directly with teachers to discuss data, interventions, and growth towards identified goals and objectives. As a team, best practices, core instruction, and identified interventions and modifications are identified. During this time the charting of student growth within this process is closely monitored and discussed, independently, as well as in relation to the student's peers. If the data demonstrates a continued gap and/or need, additional resources are identified and provided within our learning community to meet the individual needs of each and every student. In addition, additional resources may be determined by this team to meet the individual needs of each and every student. Supplemental Academic Instruction (SAI) funds will be used to service students in identified subgroups who are not meeting grade level expectations/standards through a part-time reading interventionist.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tim Ferrell	Parent
Ms. Houser	Teacher
Vicki Lunsford	Business/Community
Valerie Jefferson	Parent
Mary Turner	Education Support Employee
Diane L. Clark	Principal

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council reviews the School Improvement Plan and growth toward goals at each monthly meeting. During this time, the Council reviews data to support this growth and determines needs, as appropriate. Through the mid-year review review process, the School Advisory Council receives a data specific mid-year report that provides all stakeholders with information regarding where we are as a school and assist in developing an action plan for the remainder of the school year. Based upon last year's results, the SAC continues to support the work being done within the classrooms each day, and encourages the continued focus on truly differentiating instruction and focusing on the bottom quartile and specific subgroup data. These areas of focus will continue to provide us with a focus on ensuring academic success for every child. A review of last year's SAC plan reveals that MRE implemented new instructional strategies that we will continue to monitor with monthly analysis with feedback and instructional next steps to maximize the educational impact on student achievement.

Development of this school improvement plan

Our SAC provides ideas, suggestions, strategies and barriers for our school improvement plan while also reviewing data and content provided by the school community. Together the SAC works to ensure the school improvement plan clearly articulates our goals for the school year and monitors our work throughout the year in relation to these identified goals.

Preparation of the school's annual budget and plan

As enrollment is reviewed beginning with the 11-day count, then FTE counts twice a year, budget is reviewed and discussed as a part of each monthly School Advisory Council to stay abreast of needs

and impacts on the instructional setting. Time is spent each year educating Council members on the budgetary process, guidelines, and possible opportunities for growth. In an effort to maximize the resources allocated to MRE, the SAC will be active in the following manner:

- 1) Advise the Principal with the budget
- 2) Assist the school in developing the School Improvement Plan
- 3) Monitor the strategies (progress) of the School Improvement Plan) goals
- 4) Recruit parents to serve on the SAC
- 5) Advise the Principal on the use of SIP funds if funds are available
- 6) Assist the Principal in conducting the Mid-Year Stakeholders' Meeting

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

Classroom instructional materials and media cart. In an effort to continue to utilize strategies and resources to best meet the individual needs of our students, our School Advisory Council will continue to use our funds to assist in the expansion of our technology resources in each individual classroom. It is the intention of our advisory council to provide each classroom with the necessary technology to assist us in preparing our students for the future world they will be entering. In expanding our resources, it is the primary focus to expand the use of interactive white boards across the school campus.

SIF for prior years (\$6,000.0)

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
Clark, Diane	Principal
Jones, Georgette	Assistant Principal
Breden , Dennis	Instructional Coach
Savy, Carson	Other

Duties

Describe how the LLT promotes literacy within the school

Based upon the FSA Third grade Reading data (Don Brewer), our primary goals for the 2015-2016 school year will focus on continuing to address the achievement gains of our identified subgroups. Through tailoring instructional strategies within our School Improvement Plan, we will strive to address achievement gaps, provide rigorous instruction and focus on continued achievement in identified areas. This will be done through continued monitoring and disaggregation of data within all professional learning communities, and professional development opportunities, as determined by needs assessments.

In addition, the LLT will work with key staff members to continue to unpack and understand the levels of complexity as identified in the Florida Standards. In doing so with a focus on the literacy components, the team will also work with staff to assist in providing additional professional development opportunities to ensure individual needs are being met. District level Coaching

meetings/PLCs will be used to share best practices (i.e. gradual release model, interactive journals) and members of the LLT will assist in multiplying the learning to ensure these best practices are shared across the campus and ultimately implemented with fidelity. As an entire staff our major initiative from every angle must remain to meet the individual needs of every student, every day, in every classroom.

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

In an effort to promote collaborative planning and instruction, all teachers are encouraged to participate in at least one committee that oversees, plans and develop programs that will maximize student achievement while maximizing teachers' expertise. All grade levels are represented on the school's Shared Governance Committee, and grade levels have been given grade level collaborative time during the day every day to meet. We believe that Positive working relationships exist when teachers discuss problems and difficulties, share ideas and knowledge, exchange techniques and approaches, observe one another's work, and collaborate on instructional projects. In schools where a positive working environment is the norm, these professional, interactive, supportive relationships are accepted, enhanced, and socially encouraged. Such relationships have a key impact on our school and provide the opportunity for teachers to work together on improvement activities.

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

As a school and a district, we utilize a variety of strategies meet the individual needs of our staff members.

1. Teacher Induction Program/Mentor Program/MINT: This program is implemented and monitored through our Professional Development Facilitator, Mentors, and District Support staff. Through the designed activities and tasks within this program, staff members are provided with support as they transition into the Duval County Public School system, as well as the teaching professional.
2. Differentiated Instruction Groups (DIG): These groups will use common collaborative time to identify appropriate strategies to meet the individual needs of our students.
3. Professional Learning Communities (PLC): Grade level staff will work together to disaggregated data and identify individual needs within our school community.
4. Focus Walks: Our administrative and curriculum lead team will utilize identified focus walk topics to conduct weekly walk-throughs designed to monitor the implementation of key content, while also providing individual feedback.
- 5.. Model Classrooms: Curriculum Leads will be used as model classrooms to provide opportunities for all other staff members to see and hear, first hand, best practices.
8. Intern Hosting: Identified classrooms with teachers with Clinical Educator's Training (CET) will host pre-interns and interns from surrounding state and local colleges/universities. As a part of the internship, these individuals are not only included in day-to-day events in the classroom, but also in school-wide activities such as PLCs, grade level meetings and faculty meetings.

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

1. Mentee: Honie Simpson (First) Mentor: Dennis Breden (Reading), Mr. Breden, serves as the Reading Coach, and offers a wide and varied range of experience. He has served as a mentor and a directing teacher in previous years. He plans routine meetings and takes part in the district and school based professional development opportunities. He will provide structured support for Ms. Simpson through on-going communication, observations and follow-up activities with assistance in her transition to Merrill

Road Elementary School.

2. Mentee: Eileen Culpepper (2nd Grade), Mentor: Kathryn Houser (2nd Grade), Ms. Houser offers 7 years of experience to this partnership. She has served as a Grade Level Chair, member of our Collaborative Problem Solving Team (CPST) as a part of our Rtl Process, and previous Teacher of the Year. Ms. Culpepper is a first year teacher, joining our staff this year. Ms. Houser, will plan mentoring activities include meetings, professional collaboration, on-going communication and support, and overall assistance at Merrill Road Elementary School.

3. Mentee: Nicole Aldridge (Kindergarten), Mentor: Cynthia Sanders-Smith), Mrs. Smith offers 21 years of experience to this partnership. She served as a Reading Coach and the Professional Development Facilitator, and a member of our Leadership Team, Intervention Team, and has mentored several teachers and interns over the years. Ms. Aldridge is a first year teacher joining our staff this year and will continue her partnership and support with Mrs. Smith. Planned mentoring activities include classroom visits, meetings, professional collaboration, on-going communication and continued support, and overall assistance at Merrill Road Elementary School.

4. Mentee: Keri Mann (Kindergarten), Mentor: Gabrielle Treadwell (Kindergarten), Ms. Treadwell offers 10 years of experience to this partnership. She has served as a Curriculum Lead in Mathematics, participant in Academy of Math, and directing teacher for many college-level interns and pre-interns. Planned mentoring activities include, professional collaboration, on-going communication and continued support, and overall assistance at Merrill Road Elementary School.

5. Mentee: Ms. Willoughby (First), Mentor: Ms. Lisa Skinner (First Grade), Ms. Skinner offers 21 years of experience to this partnership. She has served on a variety of committees, including the textbook committee. Ms. Willoughby is a first year teacher, joining our staff this year. Ms. Skinner will provide planned mentoring activities, include professional collaboration, on-going communication and continued support, and overall assistance at Merrill Road Elementary School.

In every case, mentors are chosen based upon either a common grade level/ranch (Florida Standards expectations), proximity, and professional backgrounds. All mentors are also identified based on student growth over time. Data regarding student performance is provided as a part of our MINT program to provide support for mentor status, as well as individual work towards professional goals as indicated in individual professional development plans.

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

Merrill Road Elementary School follows the Duval County Curriculum Learning Guides / Duval Reads and Duval Math, which have been developed by the district to follow Florida Standards. Through on-going district assessments, staff will consistently monitor the implementation and student progress of learning to ensure alignment. Through the support of the Leadership Team and District Supports, staff are provided with professional support of breaking down the standards and utilizing item specifications to assist with developing best instructional practices to ensure rigorous instruction each and every day.

The school core instructional program and materials are aligned with the Florida Standards in the following ways:

- 1) District Learning Curriculum Guides are developed based on the Florida Standards and are the expected curriculum to be taught in all Duval County Public Schools.
- 2) Quarterly Assessments (IReady) are integrated to monitor instructional growth
- 3) all Grade Levels are expected to use and teach District purchased research-based instructional materials
- 4) State/District Assessments such as: FLKRS, Bright Futures, I-Ready Reading/Math, are the

expected
assessments to be utilized

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

Through the use of Early Dismissal professional development, staff utilize I-Ready, DAR, and the Barton Reading Inventory, student work and student diagnostic data to analyze and monitor the use of progress monitoring systems. As student data is analyzed and needs are determined instructional materials are used to provide targeted interventions for students to address these needs.

Disaggregated data is use to determine instructional next steps, identify small focused group, monitor progress being made by all SES groups, identify Tier II and III needs, differentiate instruction for class instructional delivery, provide challenging instructional materials for the advanced learner, determine professional growth for teachers, and determine reteaching strategies.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 600

Students who are struggling in reading will receive during school instructional (remediation) support from the Part-time Reading Interventionist.

Strategy Rationale

To provide additional support for students in need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clark, Diane, clarkd2@duvalschools.org

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

Progress Reports

Report Cards

Class Projects

Students' Work

Number of Books Read

These reports will be analyzed to determine if the extra support reflects that students are making progress toward grade level mastery of the Florida Standards.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Our Leadership Team and Kindergarten Team consistently reach out to preschool programs throughout our school community to build relationships and identify specific needs in assisting students transition into the Kindergarten setting. As we are able, our Leadership Team pulls and reviews all state provided data regarding readiness scores. In addition, our Kindergarten team conducts readiness assessments throughout the summer to assist in gaining knowledge of current levels of progress for incoming Kindergarteners.

As a yearly event, we also hold a "Kindergarten Round-Up" for possible students, preschools, and families, to come learn about Merrill Road Elementary School. This event allows all guests to view a typical school day, spend time in a Kindergarten classroom, and explore the campus from end to end, including a school bus tour.

In addition, this year we are a part of a district-wide initiative to expand the Preschool program across the district. We have opened two voluntary preschool programs for four-year olds who are intending to enroll in Kindergarten during the upcoming school year. Through the adopted curriculum, our certified staff are providing students with critical readiness skills to prepare them for the Kindergarten curriculum they will be exposed to in the coming year. Using developmentally appropriate instructional strategies and activities, our preschool students are provided with a modified school setting. As we review, disaggregate and analyze the student data through on-going assessments within this program, we can ensure we are providing necessary interventions, modifications, and enrichment activities tailored to meet the individual needs of these preschool students.

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

Merrill Road is a K-2 Elementary School.

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

Merrill Road is a K.-2 Elementary School.

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

Merrill Road is a K.-2 Elementary School.

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

- .

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Instructional personnel will utilize best instructional practices, which will include differentiated instruction, gradual release, to improve intellectual engagement and increased the number of students (at least 70% of our low quartile) by 1 grade level growth in reading and math based on I-Ready growth monitoring.
- G2.** All staff will collaborate, plan and implement interventions and enrichment activities that are designed to meet the individual needs of students within each identified subgroup (white, black, asian, SWD, hispanic, and economically disadvantaged).

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. Instructional personnel will utilize best instructional practices, which will include differentiated instruction, gradual release, to improve intellectual engagement and increased the number of students (at least 70% of our low quartile) by 1 grade level growth in reading and math based on I-Ready growth monitoring. **1a**

 G071890

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	

Resources Available to Support the Goal **2**

- Curriculum Reviews
- Reading Coach, to provide support to all staff, as needed
- District Coach Trainings/Content Area Workshops
- Common Planning, offered on a daily, on-going basis
- Early Dismissal Days for professional development opportunities
- Instructional framework
- Four Pillars of Excellence

Targeted Barriers to Achieving the Goal **3**

- The in depth understanding Content Knowledge
- The adaptation of teacher practices to teach the way students learn

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

Curriculum Leads, MTSS Team, and the Administrative team will monitor the implementation of differentiated instruction and best practices through the use of instructional rounds, walk-throughs, and classroom observations.

Person Responsible

Georgette Jones

Schedule

Monthly, from 9/21/2015 to 6/10/2016

Evidence of Completion

Through classroom observation notes and data included in CAST Evaluations and student data analysis, we will document evidence of our progress in utilizing best instructional practices that result in active, intellectual engagement for all students in all subgroups.

G2. All staff will collaborate, plan and implement interventions and enrichment activities that are designed to meet the individual needs of students within each identified subgroup (white, black, asian, SWD, hispanic, and economically disadvantaged). 1a

G071891

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	

Resources Available to Support the Goal 2

- Identified interventions and enrichment activities to enhance learning opportunities
- All teachers will document Interventions in the Seas program
- Streamline / Monitor Common Planning Time
- Professional Learning Communities (PLCs)
- Early Dismissal professional development opportunities
- Access to a variety of curriculum materials
- Complete meeting agendas and minutes notes

Targeted Barriers to Achieving the Goal 3

- Ensuring that common planning is a vital time where teachers are planning, in an effort to improve teaching and learning

Plan to Monitor Progress Toward G2. 8

Data chats and the analysis of the disaggregation of student data will be used to monitor the progress of specific subgroup data.

Person Responsible

Diane Clark

Schedule

Monthly, from 9/21/2015 to 6/10/2016

Evidence of Completion

Evidence will be seen in lesson plans, student work, classroom walk-throughs, documented interventions, and observations, as well as through the data disaggregation and analysis during data chats.

Plan to Monitor Progress Toward G2. 8

Data chats and the analysis of the disaggregation of student data will be used to monitor the progress of specific subgroup data.

Person Responsible

Georgette Jones

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Evidence will be seen in lesson plans, student work, classroom walk-throughs, documented interventions, and observations, as well as through the data disaggregation and analysis during data chats.

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. Instructional personnel will utilize best instructional practices, which will include differentiated instruction, gradual release, to improve intellectual engagement and increased the number of students (at least 70% of our low quartile) by 1 grade level growth in reading and math based on I-Ready growth monitoring. **1**

 G071890

G1.B1 The in depth understanding Content Knowledge **2**

 B187459

G1.B1.S1 Conduct instructional rounds to determine needs of staff, grade level, and school in relation to instructional practices. **4**

 S198952

Strategy Rationale

To identify potential opportunities in instructional delivery.

Action Step 1 **5**

The Curriculum Leads and/or Leadership Team will conduct instructional observations to determine current levels of progress regarding instructional practices and needed professional development.

Person Responsible

Diane Clark

Schedule

Monthly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Evidence of the implementation of this action step will be seen through documented meeting agenda and notes, the observation agenda, as well as through the analysis of student data to determine the level of impact on student learning.

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

Curriculum Leads will identify needs and monitor implementation of the identified strategies.

Person Responsible

Dennis Breden

Schedule

Weekly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Observations from instructional rounds and walk-throughs, student data results, CAST evaluations

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

Curriculum Leads and Administrative team will monitor effectiveness during monthly meetings by reviewing observation notes and assessing implementation of identified professional development for staff.

Person Responsible

Diane Clark

Schedule

Weekly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Observation notes, Cast, Agenda meeting notes, Meeting minutes

G1.B1.S2 Provide professional development to support teachers in the implementation of enrichment strategies to engage all students. 4

 S198953

Strategy Rationale

To model best practice and outline in detail the expectations for instructional delivery. Follow-up will be provided as an essential part of the professional development activity.

Action Step 1 5

We will provide professional development to support teachers in the implementation of differentiated instructional strategies during Early Dismissals, and offered professional development sessions during common planning and/or after-school sessions.

Person Responsible

Diane Clark

Schedule

Quarterly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas, as well as teacher reflection on sessions and overall information documented during classroom walk-throughs and observations.

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

Person Responsible

Schedule

Evidence of Completion

G1.B1.S3 Utilize modified lessons to identify chosen strategies, plan for implementation, and assess the impact on student learning. 4

 S198954

Strategy Rationale

To determine effectiveness of lesson delivery.

Action Step 1 5

Classroom walk-throughs and observations will be used to determine instructional next steps for staff.

Person Responsible

Diane Clark

Schedule

Daily, from 9/14/2015 to 6/8/2016

Evidence of Completion

walk-throughs, observation logs, CAST evaluations

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

Person Responsible

Schedule

Evidence of Completion


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

Person Responsible

Schedule

Evidence of Completion

G1.B2 The adaptation of teacher practices to teach the way students learn **2**

 B187460

G1.B2.S1 To provide on-going professional learning opportunities that supports learning and teaching

4

 S198955

Strategy Rationale

MRE Elementary has 5 first year teachers and new curriculum expectations

Action Step 1 **5**

On going professional learning

Person Responsible

Dennis Breden

Schedule

Monthly, from 10/1/2015 to 6/7/2016

Evidence of Completion

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

Curriculum Leads and Administrative team will monitor effectiveness during monthly meetings by reviewing observation notes and assessing implementation of identified professional development for staff.

Person Responsible

Diane Clark

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Observation notes, agenda minutes notes,

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

Ensure PLC's are purposeful and Facilitated based on data analysis

Person Responsible

Diane Clark

Schedule

Monthly, from 9/27/2015 to 6/3/2016

Evidence of Completion

PLC agenda, daily observations

G2. All staff will collaborate, plan and implement interventions and enrichment activities that are designed to meet the individual needs of students within each identified subgroup (white, black, asian, SWD, hispanic, and economically disadvantaged). 1

 G071891

G2.B1 Ensuring that common planning is a vital time where teachers are planning, in an effort to improve teaching and learning 2

 B187461

G2.B1.S1 Incorporate common planning Professional Development Sessions on grade level 4

 S198956

Strategy Rationale

This will lengthen and strengthen collaboration and planning time on site

Action Step 1 5

Monitor Interventions and instructional activities

Person Responsible

Diane Clark

Schedule

Weekly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Review common planning agendas and meeting minutes

Action Step 2 5

Monitor Interventions and instructional activities

Person Responsible

Georgette Jones

Schedule

Weekly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Review common planning agenda and meeting minutes

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

On-going plan of action

Person Responsible

Diane Clark

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Meeting agendas, parking lot questions, next steps flow chart

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

On-going plan of action

Person Responsible

Georgette Jones

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Meeting agendas, parking lot questions, next steps flow chart

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

Provide modeling, strategies, data review

Person Responsible

Dennis Breden

Schedule

Weekly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Coaches log, classroom observations, meeting notes

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The Curriculum Leads and/or Leadership Team will conduct instructional observations to determine current levels of progress regarding instructional practices and needed professional development.	Clark, Diane	9/14/2015	Evidence of the implementation of this action step will be seen through documented meeting agenda and notes, the observation agenda, as well as through the analysis of student data to determine the level of impact on student learning.	6/10/2016 monthly
G1.B1.S2.A1	We will provide professional development to support teachers in the implementation of differentiated instructional strategies during Early Dismissals, and offered professional development sessions during common planning and/or after-school sessions.	Clark, Diane	9/14/2015	Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas, as well as teacher reflection on sessions and overall information documented during classroom walk-throughs and observations.	6/10/2016 quarterly
G1.B1.S3.A1	Classroom walk-throughs and observations will be used to determine instructional next steps for staff.	Clark, Diane	9/14/2015	walk-throughs, observation logs, CAST evaluations	6/8/2016 daily
G1.B2.S1.A1	On going professional learning	Breden , Dennis	10/1/2015		6/7/2016 monthly
G2.B1.S1.A1	Monitor Interventions and instructional activities	Clark, Diane	9/21/2015	Review common planning agendas and meeting minutes	6/7/2016 weekly
G2.B1.S1.A2	Monitor Interventions and instructional activities	Jones, Georgette	9/21/2015	Review common planning agenda and meeting minutes	6/7/2016 weekly
G1.MA1	Curriculum Leads, MTSS Team, and the Administrative team will monitor the implementation of differentiated instruction and best practices through the use of instructional rounds, walk-throughs, and classroom observations.	Jones, Georgette	9/21/2015	Through classroom observation notes and data included in CAST Evaluations and student data analysis, we will document evidence of our progress in utilizing best instructional practices that result in active, intellectual engagement for all students in all subgroups.	6/10/2016 monthly
G1.B1.S1.MA1	Curriculum Leads and Administrative team will monitor effectiveness during monthly meetings by reviewing observation notes and assessing implementation of identified professional development for staff.	Clark, Diane	9/21/2015	Observation notes, Cast, Agenda meeting notes, Meeting minutes	6/7/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Curriculum Leads will identify needs and monitor implementation of the identified strategies.	Breden , Dennis	9/21/2015	Observations from instructional rounds and walk-throughs, student data results, CAST evaluations	6/7/2016 weekly
G1.B2.S1.MA1	Ensure PLC's are purposeful and Facilitated based on data analysis	Clark, Diane	9/27/2015	PLC agenda, daily observations	6/3/2016 monthly
G1.B2.S1.MA1	Curriculum Leads and Administrative team will monitor effectiveness during monthly meetings by reviewing observation notes and assessing implementation of identified professional development for staff.	Clark, Diane	9/21/2015	Observation notes, agenda minutes notes,	6/7/2016 monthly
G1.B1.S2.MA1	[no content entered]			one-time	
G1.B1.S3.MA1	[no content entered]			one-time	
G1.B1.S3.MA1	[no content entered]			one-time	
G2.MA1	Data chats and the analysis of the disaggregation of student data will be used to monitor the progress of specific subgroup data.	Clark, Diane	9/21/2015	Evidence will be seen in lesson plans, student work, classroom walk-throughs, documented interventions, and observations, as well as through the data disaggregation and analysis during data chats.	6/10/2016 monthly
G2.MA2	Data chats and the analysis of the disaggregation of student data will be used to monitor the progress of specific subgroup data.	Jones, Georgette	9/21/2015	Evidence will be seen in lesson plans, student work, classroom walk-throughs, documented interventions, and observations, as well as through the data disaggregation and analysis during data chats.	6/7/2016 monthly
G2.B1.S1.MA1	Provide modeling, strategies, data review	Breden , Dennis	9/21/2015	Coaches log, classroom observations, meeting notes	6/7/2016 weekly
G2.B1.S1.MA1	On-going plan of action	Clark, Diane	9/21/2015	Meeting agendas, parking lot questions, next steps flow chart	6/7/2016 monthly
G2.B1.S1.MA2	On-going plan of action	Jones, Georgette	9/21/2015	Meeting agendas, parking lot questions, next steps flow chart	6/7/2016 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. Instructional personnel will utilize best instructional practices, which will include differentiated instruction, gradual release, to improve intellectual engagement and increased the number of students (at least 70% of our low quartile) by 1 grade level growth in reading and math based on I-Ready growth monitoring.

G1.B1 The in depth understanding Content Knowledge

G1.B1.S1 Conduct instructional rounds to determine needs of staff, grade level, and school in relation to instructional practices.

PD Opportunity 1

The Curriculum Leads and/or Leadership Team will conduct instructional observations to determine current levels of progress regarding instructional practices and needed professional development.

Facilitator

Diane L. Clark, Principal Georgette Jones, Assistant Principal Dennis Breden, Reading Coach Carson Savy, IB Coordinator

Participants

4-8 people depending on content area and availability

Schedule

Monthly, from 9/14/2015 to 6/10/2016

G1.B1.S2 Provide professional development to support teachers in the implementation of enrichment strategies to engage all students.

PD Opportunity 1

We will provide professional development to support teachers in the implementation of differentiated instructional strategies during Early Dismissals, and offered professional development sessions during common planning and/or after-school sessions.

Facilitator

Reading Coach, Administrative Teams, Curriculum Leads (if appropriate)

Participants

as needed

Schedule

Quarterly, from 9/14/2015 to 6/10/2016

G1.B1.S3 Utilize modified lessons to identify chosen strategies, plan for implementation, and assess the impact on student learning.

PD Opportunity 1

Classroom walk-throughs and observations will be used to determine instructional next steps for staff.

Facilitator

Administrative team, Curriculum Leads (as appropriate)

Participants

as needed, all staff

Schedule

Daily, from 9/14/2015 to 6/8/2016

G1.B2 The adaptation of teacher practices to teach the way students learn

G1.B2.S1 To provide on-going professional learning opportunities that supports learning and teaching

PD Opportunity 1

On going professional learning

Facilitator

Reading Coach, IB Coordinator

Participants

All grade level teachers

Schedule

Monthly, from 10/1/2015 to 6/7/2016

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	The Curriculum Leads and/or Leadership Team will conduct instructional observations to determine current levels of progress regarding instructional practices and needed professional development.	\$0.00
2	G1.B1.S2.A1	We will provide professional development to support teachers in the implementation of differentiated instructional strategies during Early Dismissals, and offered professional development sessions during common planning and/or after-school sessions.	\$0.00
3	G1.B1.S3.A1	Classroom walk-throughs and observations will be used to determine instructional next steps for staff.	\$0.00
4	G1.B2.S1.A1	On going professional learning	\$0.00
5	G2.B1.S1.A1	Monitor Interventions and instructional activities	\$0.00
6	G2.B1.S1.A2	Monitor Interventions and instructional activities	\$0.00
			Total: \$0.00