Sabal Palm Elementary School

2015-16 School Improvement Plan

Sabal Palm Elementary School

1201 KERNAN BLVD N, Jacksonville, FL 32225

http://www.duvalschools.org/spe

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	40%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	45%

School Grades History

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

Table of Contents

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

Sabal Palm Elementary is a school family, where we foster positive relationships in the school, home, and community. We strive to provide educational excellence in a productive learning environment for every classroom, every student, everyday.

Provide the school's vision statement

The Sabal Palm vision is to inspire and prepare all students for success at every level of development: middle school, high school, college or a career, and life.

School Environment

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

Interest/learning inventories are used during pre-planning and at various intervals during the grading period to assess student needs. Teachers collaborate with their colleagues and conduct parent conferences to discuss and determine the needs of individual students. Ongoing activities are provided to encourage teacher-student, school and community relationships throughout the school year.
The Student Council facilitates school leadership to enhance development of community goals. These students can be observed visiting classes inspiring their peers to send holiday cards to our soldiers. As a team, the student council works with other organizations and community partners to promote school-wide events such as a holiday food drive, toy drive, election of student council officers using student-generated ballots and the voting booths from the Supervisor of Elections Office. The Student Council also works with the local Girl Scouts troop on the Grounds Beautification Project for the school. In an effort to learn more about our government, the Student Council take an annual tour of the Federal Courthouse.
Under the sponsorship of the PTA Board and supervision of PTA volunteer members, a Run and Walk Club was developed for students in grades 3-5. This group provides positive student relationships in a healthy environment and meet weekly to participate in physically fit activities at school and in the community.

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

The Sabal Palm family takes pride in the manner in which the faculty and staff take ownership of student safety. Several initiatives and safety precautions have been implemented. A security gate at the main entrance of the school building was installed five years ago. All classroom doors are secured, and students are not permitted to walk the halls alone without being paired with another student or adult. Parents and teachers report suspicious behavior observed on and off campus. Parents are also informed of any safety concerns or precautions that arise, via letter, or electronic parent communications system.

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

During the first week of school each year, Sabal Palm Administration conducts Student Orientation with each grade level. The purpose of the orientation is to provide students with clear expectations of their behavior and goals to target student achievement.

Teachers implement the CHAMPS Behavioral Model, which is a part of their classroom rituals and routines. Teachers provide positive praise and various opportunities for students to earn incentives for meeting the expectations. Parent conferences are held on a regular basis and teachers maintain a log of student and parent conferences.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Teachers implement the Second-Step Program, which provides clear instructions and activities that address bullying, emotions, etc. There are two full-time guidance counselors on the school-site who meet with students and parents to discuss issues that have been observed by the teacher or the parent. When needed, the guidance counselor provides families with information about external resources such as our Full Service School Program, located at various high school sites.

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

Sabal Palm focuses on early warning preventions in areas that affect student learning: attendance, behavior and Level 1 performance on the statewide assessment in reading.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	0	2	1	3	1	8
One or more suspensions	0	0	0	0	0	1	1
Course failure in ELA or Math	0	3	2	1	2	1	9
Level 1 on statewide assessment	0	0	0	42	6	45	93

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 attendance clerk, classroom teachers and the guidance counselor monitor student attendance. When students are absent three consecutive days, parents are notified. The Attendance Intervention Team conducts regular meetings with the parent(s)/guardians to discuss interventions that will improve student attendance. The school district social worker and principal conduct home visits, when applicable and community resources are also provided to assist the parents/guardians, if needed.

To ensure that student learning is productive and continuous, administration conducts student

orientation during the first week of school to discuss expectations of student behavior in common areas of the school. In addition, teachers receive training and implement the CHAMPS Behavioral Model as a part of their instructional program. Individual contracts are created for students who continue to demonstrate difficulty socially and emotionally. The school guidance counselors serve as a behavioral support system, providing resources to assist teachers and parents.

In lieu of out-of- school suspension for minor offenses, students receive in-school suspension, and/or before, after-school detention in another assigned area of the school.

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 Sabal Palm family takes pride in its efforts to build positive relationships in the school setting. The faculty, staff and administration encourage the involvement of the home and community through various school and community events/activities. It is our ultimate goal to increase the percentage of volunteer hours for parents, families, and the community through continuous and effective communications via school newsletters, PTA newsletters and website, teacher blogs, school marquee, grade portal (accessible to students and parents to monitor student progress) phone calls, district-wide School Messenger link, etc.

During the PTA General Meetings, students in select grade levels perform for parents. The groups rotate each year.

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

Faculty/Staff, PTA and School Advisory Council seek out opportunities to connect with businesses within our local community to form a partnership. PTA hosts Spirit Nights at local restaurants to connect and fellowship with parents, family and community members. These businesses also provide awards and incentives for our students at the end of each grading period.

In addition, the school marquee and website are used to promote ongoing communication with parents and the community, regarding upcoming events, where the public is invited to attend. Activities include: School spirit nights at local restaurants, Fall Festival, Parent Family Night (auctions of donated items from community vendors), food drives, Mr. Rogers' Sweater Drive, Training for volunteers and business partners, school-wide Orientation and Open House, Parent Night, Parent Meet and Greet Sessions with teachers.

For the past three years, Sabal Palm has been recognized by the state of Florida as a recipient of the Five Star School Award for its exemplary community and school relationships. With over 9000 volunteer service hours, it is evident that there is continuous parent and community involvement.

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
Graham, Linda	Principal
Herlihy, Kathleen	Assistant Principal
Lanni, Theresa	Instructional Coach
Malewicki, Christine	Guidance Counselor
Smith, Zabrina	Assistant Principal
Schaeffer, Jennifer	Instructional Coach

Duties

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

The team is responsible for reviewing universal screening data that is linked to instructional decisions; reviewing progress monitoring data at the grade level and classroom levels to identify students who are meeting/exceeding standards, and students who are moderate risk or at high risk for not meeting benchmarks for baseline assessments.
The team collaborates, problem solves, share effective practices and strategies, evaluates implementation, make decisions, and practices new processes and skills.
The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
Administration works with the reading coach and math leads to plan and implement professional development for teachers. Walk-throughs and observations are conducted to identify teacher strengths and areas of focus. The information collected will be used to plan effective instruction in the classroom. The reading coach will model effective teaching and learning strategies to support teachers and provide training in areas that require more instructional support. The ESE support team works with leadership to problem solve and address the varying needs of students with disabilities and those who may demonstrate difficulty in learning.
The Shared-Decision Making (SDM) Team serve as a leadership support system to discuss and brainstorm school improvement ideas and best teaching practices that will promote student learning.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School Leadership Team develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The plan is shared with School Advisory Council, Shared Decision-making Team and other stakeholders. Feedback is given and modifications are made, as needed.
The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team and school revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used academic interventions in the Response to Intervention process, which includes but is not limited to providing instruction and making mid-course adjustments based on student data. The data serves as indicators of areas needing improvement and are outlined in the School Improvement Plan for full implementation.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Linda Graham	Principal
Doug Balser	Parent
Angie Arrich	Parent
Brenda Dixon	Parent
Sarah Mardini	Business/Community
Siobham Marino	Parent
Kira Mckay	Parent
Lori Cuaresma	Parent
Teresa Swink	Education Support Employee
Theresa Lanni	Teacher

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council provided feedback on areas of the School Improvement Plan that indicated a direct impact on students' needs, such as: safety and improved academic performance. Suggestions were given as to the available resources that would support these essential areas of need.

Development of this school improvement plan

The School Advisory Council is an active organization, which plays a vital role in the success of Sabal Palm. This organization provides parents, citizens, faculty, staff, and students an opportunity to participate in the development of educational priorities, assessment of school's needs, and identification of local resources.
SAC members assist in the preparation and evaluation of the school improvement plan and the preparation of the school budget.

Preparation of the school's annual budget and plan

The annual budget is determined by the school district. Staff allocations are provided to staff the schools, only. Discretionary funds are provided to purchase essential school supplies, which are based on Full Time Equivalent (student enrollment). School administrators determine the number of employees needed to operate the school for the current school year.
Any additional school funding is generated through PTA fundraisers, community donations, and revenue received from the purchase of school pictures.

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

Funds were allocated for the 2015-2016 school year, and SAC approves any roll-over balances to purchase school supplies, equipment, and academic materials to support students and teachers.

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
Graham, Linda	Principal
Herlihy, Kathleen	Assistant Principal
Lanni, Theresa	Instructional Coach
Malewicki, Christine	Guidance Counselor
Smith, Zabrina	Assistant Principal
Schaeffer, Jennifer	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

• Provide academic support with new curriculum, assessments, and programs.
• Determine strategies for improving student performance using data driven instruction from various assessments: DAR, etc.
• Assist with disaggregating and understanding student data.
• Assist with Professional Development for grade levels and vertical teams.
• Collaborate with their grade level teams during common planning times.

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

During each grading period, teachers are provided opportunities to work in teams with their colleagues, collaborate, and plan quality instruction for students at various stages of development. Teachers analyze data results and track student progress. Data driven instruction is specific, prescriptive, and addresses the varying levels of students' academic needs.

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

Sabal Palm follows the district recruiting guidelines and goals in the DCPS Strategic Plan. (1) Mentors are assigned to support new teachers in the classroom setting. (2)Teachers are expected and encouraged to participate in professional development opportunities that will enhance professional growth and student achievement. (3) Administration conducts ongoing informal observations to support classroom instruction. (4) Teacher and students are provided with the essential tools and resources to meet the requirements of the Common Core Standards and students' individual needs.

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

Teachers are strategically assigned as mentors to new teachers up to two years. The principal and Professional Development Facilitator meet with the mentor and mentee on a regular basis and as

needed to ensure that the mentee is receiving adequate and appropriate support to improve/increase student achievement as well as grow professionally. Some of the planned activities include planning and delivery of lessons, analyzing student work/data, and providing support with classroom management.

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 will become familiar with instructional strategies that support Florida standards/ Item Specifications and outline the expectations for student success. Teachers create challenging activities and follow the uniformed Curriculum Guides that are aligned to Florida's standards. District assessments focus on the curriculum in the core subjects that have been introduced and taught prior to administration of the assessment.

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

Results of baseline and quarterly assessments and other diagnostics are used to drive instruction using various forms of differentiated instruction and Response to Interventions to address the varying needs of students in an individual setting, small group, and whole group instruction.

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: 2,700

Teachers, voluntarily, offer tutoring to their students before and/or after school. Tutorial sessions occur at the school. Participation is based on the students' academic needs as identified through data analysis. Teachers identify goals and collaborate with their colleagues to develop effective learning strategies that will enhance student success during this tutorial program. Attendance in tutoring either before and after school varies due to individual circumstances. Participation depends on transportation.

Strategy Rationale

To provide extended learning opportunities to students who need additional academic support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Graham, Linda, grahaml@duvalschools.org

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

Teachers analyze data from Performance Matters (i-Ready, Achieve 3000, DAR) related to achievement of goals and/or progress towards meeting the instructional standards. Groups are set up based on needs. Teachers collaborate with their colleagues to establish groups that will meet the needs of their learners. Data collection is ongoing, throughout the tutoring cycle and is analyzed to monitor the effectiveness of teacher instruction and progress of their students. New groups are formulated and students move in and out of the groups based on individual student growth, progress and needs.

Strategy: Before School Program

Minutes added to school year: 1,800

Computer lab is opened in the mornings to provide instructional opportunities to students identified as needing additional assistance to meet targeted goals.

Strategy Rationale

By providing additional time on the i-Ready and/or Achieve 3000 learning programs, students are able to meet targeted goals and show learning gains.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lanni, Theresa, lannit@duvalschools.org

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

Baseline assessments on i-Ready and Achieve 3000 will be analyzed to identify students in need of additional interventions. Monthly progress monitoring will be done on select students to determine if adequate progress is being made. At the end of the program, 80% of the targeted students should show a year's progress.

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

The teachers administer a statewide assessment, the Florida Kindergarten Readiness Screener, (FLKRS) and the Florida Assessment for Instruction in Reading, (FAIR) upon the students' entry into kindergarten. The results of these assessments help teachers to determine student readiness for school and areas of instructional need. Additionally, those students who score low on the FLKRS assessment are also given the Developmental Assessment of Reading (DAR) which identifies specific areas of need. This data will help to determine instructional goals and Tier II Interventions. This tailored instructional support assists each student in making satisfactory progress during their kindergarten year. Additionally, our school holds two parent informational sessions (Parent Orientation and Open House) at the beginning of the school year to help the parents understand the expectations for student achievement.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

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

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If the frequency in which teachers employ effective instructional strategies is increased, then teachers can analyze assessment data and collaborate with students about their progress and plan differentiated small group instruction that will promote and enhance student learning.

G2.   If teachers provide rigorous instruction and increase student understanding of the content, then students can take ownership of their learning and demonstrate an increase in the depth of knowledge and engagement across multiple content areas.

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 the frequency in which teachers employ effective instructional strategies is increased, then teachers can analyze assessment data and collaborate with students about their progress and plan differentiated small group instruction that will promote and enhance student learning. `1a`

G071904

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	77.0
FSA - English Language Arts - Achievement	65.0
FSA - Mathematics - Achievement	72.0

Resources Available to Support the Goal `2`

- Professional Development opportunities including weekly common planning with administration.

- New curriculum materials and assessments

- Instructional Reading coach, Grades 3-5

- Instructional Reading coach, Grades K-2

- Instructional tools

Targeted Barriers to Achieving the Goal `3`

- Implementation of new Duval Reading and Duval Math curriculum, Common Core Standards, and effective teaching strategies.

- Effective use of common planning time to identify areas of need and provide effective professional development.

- Lack of understanding concerning the effective use of data in planning effective small group instruction.

Plan to Monitor Progress Toward G1. `8`

Data from student test scores including common assessments, District CGA's, i-Ready, Achieve 3000, DAR, and student work samples, teacher observation data, including formal and informal CAST observations, walk-throughs and coaching cycle notes.

Person Responsible

Kathleen Herlihy

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

Teacher lesson plan books will provide evidence of data driven small group instruction, student journals, portfolios, work samples aligned with the Florida State Assessment, district assessments, EQUIP student work protocols, standards analysis and lesson studies.

Plan to Monitor Progress Toward G1. 8

Common planning notes and training notes will be used to evaluate effectiveness of training modules and common planning meetings.

Person Responsible
Linda Graham

Schedule
Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Common planning agendas that address analysis of student data and teacher collaboration, EquIP student work protocols, standards analysis, lesson studies, common assessments, center activities, planning templates and other teacher generated work products.

G2. If teachers provide rigorous instruction and increase student understanding of the content, then students can take ownership of their learning and demonstrate an increase in the depth of knowledge and engagement across multiple content areas. `1a`

Targets Supported `1b`

G071905

Indicator	Annual Target
FCAT 2.0 Science Proficiency	77.0
FSA - Mathematics - Achievement	72.0
FSA - English Language Arts - Achievement	65.0

Resources Available to Support the Goal `2`

- Instructional Reading Coach

- Achieve 3000: Supports Tier I and Tier II intervention in Language Arts based on Lexile Level-Set assessment for whole group, small group instruction, and center rotations.

- Explorer Learning Gizmo's: Interactive virtual lab for whole group or small group instruction or centers.

- Curriculum Associate i-Ready Math: Provides diagnostic skill level evaluation aligned with the Common Core Standards. Provides specialized online intervention curriculum for K-5 students.

- Curriculum Associate I-ready Math Ready Common Core Workbooks: Supports Tier II intervention in mathematics based on diagnostic assessment for small group instruction and center rotations.

- Xtramath: Computer based Fact automaticity program for center rotations and home learning.

- Trial Teaching Strategies based on DAR data

- Barton Reading and Spelling System

Targeted Barriers to Achieving the Goal `3`

- Need for collaboration and training to enhance understanding of the process involved to appropriately set student goals

- Teacher understanding of the four pillars of excellent instruction

- Knowledge of assessment systems and the use of the data that is generated

Plan to Monitor Progress Toward G2. 8

Data from student test scores including common assessments, District CGAs, i-Ready, Achieve 3000, DAR, and student work samples, as well as, teacher observation data, including formal and informal CAST observations, walk-throughs and coaching cycle notes.

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Walk-through observations, common planning meeting agendas and notes, EquIP student work protocols, standards analysis, lesson studies, evidence of the four pillars, implementation of instructional strategies and small group instruction. Lesson plans should reflect evidence of rigorous instructional strategies and data driven center rotations.

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 the frequency in which teachers employ effective instructional strategies is increased, then teachers can analyze assessment data and collaborate with students about their progress and plan differentiated small group instruction that will promote and enhance student learning. `1`

🔍 G071904

G1.B1 Implementation of new Duval Reading and Duval Math curriculum, Common Core Standards, and effective teaching strategies. `2`

🔍 B187485

G1.B1.S1 Teachers will receive training and support on the implementation of our new Duval Reading and Duval Math curriculum and effective learning strategies. `4`

🔍 S198985

Strategy Rationale

Teacher understanding of the new core curriculum along with the sharing of effective instructional strategies will enable our teachers to strengthen their ability to plan for student needs. Item Specifications and Florida State Standards will guide instructional planning. Collaboration amongst grade level teachers will enhance their bank of common assessments and instructional materials for small group center rotations.

Action Step 1 `5`

Lesson plans for differentiated small group instruction will be reviewed to ensure alignment with Duval Reading and Duval Math.

Person Responsible

Zabrina Smith

Schedule

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

Evidence of Completion

Walk-throughs will be conducted on a regular basis to observe implementation and evidence of Duval Reading and Duval Math, including artifacts, anchor charts, EquIP student work protocols, standards analysis, lesson studies and student work related to the curriculum.

Action Step 2 `5`

Teachers will receive training on new curriculum changes and work collaboratively to disaggregate data and plan effectively for small group center rotations.

Person Responsible

Theresa Lanni

Schedule

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

Evidence of Completion

Walk-throughs will be conducted on a regular basis to observe evidence of the analysis of student data used to plan data driven small group instruction. Center rotations, guided reading plans, teacher led group plans, independent work center activities, reading conferences, EquIP student work protocols, standards analysis, lesson studies, student knowledge of effective reading strategies and individual student goals. Implementation of the four pillars of excellence should be evident.

Action Step 3 `5`

Teachers will receive administrative support during common planning time to evaluate curriculum/standards and align instruction and assessments.

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Common planning minutes and agendas will reflect teacher discussion of content, EQUIP student work protocols, analysis of standards, lesson study, and alignment in lesson plans. Walk throughs will be conducted to evaluate implementation and effectiveness of plans and assessments.

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

The coaching cycle, professional development opportunities, and administrative feedback will provide instructional support of the new curriculum to teachers.

Person Responsible

Theresa Lanni

Schedule

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

Evidence of Completion

Walk-throughs will be conducted on a regular basis to observe evidence of the implementation of Duval Reading and Duval Math. CAST observations, EquIP Student Work Protocols, Standards Analysis, Lesson Study, Coaching Cycle reports (Coaches and teacher next steps), anchor charts, journals, portfolios, student work samples and assessments will also be reviewed.

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

Lesson plans will be evaluated for implementation and alignment of Florida State Standards and district curriculum. Student data will reviewed for growth and success toward standards during each quarterly Curriculum Guide assessment period. Student data from technology based support programs (i-Ready, Achieve 3000) will be reviewed.

Person Responsible

Kathleen Herlihy

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

Teacher lesson plan books, student test scores (classroom assessments, District CGAs, i-Ready, Achieve 3000, and DAR), Classroom walk-throughs, student journals, portfolios, and common planning agendas/notes.

G1.B1.S2 Provide teachers with professional development and training on using data to plan for effective small group center rotations. 4

S198986

Strategy Rationale

The effective use of data enables teachers to identify areas of strength and weakness and plan instruction that is tailored to individual needs resulting in a high percentage of student gains. Teachers are able to track mastery of grade level standards as they implement effective instructional strategies, during whole group and small group instruction.

Action Step 1 5

Teachers will participate in professional development to dig deeper into assessment data to enhance their ability to plan effectively for small group center rotations.

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Classroom profiles, student profiles, common planning agendas and notes, EquIP student work protocols, standards analysis, lesson studies,planning templates, walkthroughs that show evidence of data driven center rotations, student work, conference notes etc.

Action Step 2 5

Teachers will run classroom profile data from i-Ready and/or Achieve 3000 (or teacher made assessment data) and determine student next steps based on that data.

Person Responsible

Zabrina Smith

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

During center rotations, students will work on specific instructional goals. Data will be used to plan effectively for teacher led centers, including guided reading. All students will be seen at least twice weekly in small group. Common planning agendas/notes will be used to determine student growth and progress.

Action Step 3 5

Teachers will monitor lessons on i-Ready and provide assistance to students when they are not demonstrating adequate progress on assessments.

Person Responsible

Theresa Lanni

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

i-Ready monitoring documents, fluidity of center rotation groupings, lesson plans, common planning notes/agendas.

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

The coaching cycle, professional development opportunities, and administrative feedback will provide support for using data to plan effective instruction during center time.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Classroom walkthroughs, student conversations, data driven center rotations, EquIP student work protocols, standards analysis, lesson study and coaching cycle reports.

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

Student journals, writing samples, classroom assessment data, and data driven center rotations will be used to determine effective implementation.

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Teacher lesson plan books, student journals, writing samples, classroom walk-throughs, and coaching cycle notes.

G1.B1.S3 Increase the use of higher order questioning through complex text and other high yield strategies in order to allow students to master the Florida State Standards in Literacy. 4

Strategy Rationale

S198987

Students will build a deeper understanding and ability to think at high cognitive levels.

Action Step 1 5

Teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge during Common Planning Meetings. Emphasis will be on the understanding of data and planning for effective small group center rotations.

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Walk-throughs will be conducted to observe evidence of the four pillars, implementation of Duval Reading and Duval Math and effective small group instruction. Common planning meeting agendas/notes, and the incorporation of strategies when planning whole group and small group instruction, as well as a review of assessments to make sure they are aligned with the Common Core Standards.

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

Lesson plans will be evaluated for implementation of data lead small group instruction during center time.. Student data will be reviewed for growth and success toward standards during each quarterly Curriculum Guide assessment period. Student data from technology based support programs (i-ready, Achieve) will also be reviewed.

Person Responsible

Zabrina Smith

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

Teacher lesson plan books (Evidence of data driven small group instruction) student test scores (classroom assessments, District CGA's, i-Ready, Achieve 3000, and DAR), Classroom Walk-through observations (Visits show evidence of the four pillars) student journals and portfolios (Showing activities and assessments aligned with the FSA designed around high yield strategies).

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

Teacher's presentation/delivery of the lesson will be evaluated for implementation of higher order questions and high yield instructional strategies (aligned to Florida State Standards and district curriculum). Student data will be reviewed for growth and success toward standards during each quarterly Curriculum Guide assessment period. Student data from technology based support programs (i-ready, Achieve 3000) will also be reviewed.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Teacher lesson plan books, student test scores (classroom assessments, District CGA's, i-Ready, Achieve 3000, and DAR), Classroom Walk-through observations, student journals and portfolios (Showing activities and assessments aligned with the FSA. and data driven center rotations.

G1.B2 Effective use of common planning time to identify areas of need and provide effective professional development. `2`

🔑 B187486

G1.B2.S1 Create the school master schedule to provide each grade level common planning twice weekly. `4`

🔑 S198988

Strategy Rationale

Teachers need time to collaborate and share ideas regarding implementation of the new curriculum and strategies that will enable them to be successful.

Action Step 1 `5`

Plan master schedule to afford similar grade level planning for common planning twice, weekly.

Person Responsible

Linda Graham

Schedule

On 8/24/2015

Evidence of Completion

School Master Schedule

Action Step 2 5

Master Scheduling

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Each teacher will create and post a schedule/plan that outlines daily instruction, which is aligned with the school/district approved master schedule.

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

School Master Schedule will be reviewed to ensure each grade level has the same resource time.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

School Master Schedule

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

Grade level data including common planning agendas, common lesson plans and reading coach logs illustrating teacher utilization of available time.

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Common planning agendas, grade level common assignments, lesson plans, EquIP student work protocols, standards analysis, lesson studies, coaches logs and notes.

G1.B2.S2 Provide release time, during the school day for team collaboration with Professional Learning Communities (TDE assignments). 4

Strategy Rationale

🔑 S198989

Extended learning opportunities are needed for teachers to work cooperatively with administration to analyze student needs and generate appropriate learning tasks for student success.

Action Step 1 5

Provide release time for grade level and academic teams to collaborate and plan (TDE).

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Collaboration agendas, common assessments, lesson plans, evidence of rigorous instructional strategies.

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

Administration will facilitate weekly common planning for all teachers.

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Common planning agendas, administrative walk-through (Visits show evidence of the four pillars and teachers using similar strategies and activities that were developed in planning), EquIP student work protocols, standards analysis, and lesson studies.

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

Teacher plans and assessments are substantial and reflect high quality collaboration. Student data and student work reveal carefully and strategically planned instruction.

Person Responsible

Zabrina Smith

Schedule

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

Evidence of Completion

Student work/portfolios (work samples aligned with FSA and developed from the teams collaboration), coaches log, classroom walk-through (Visits show evidence of the four pillars and common strategies and activities developed during planning), EquIP student work protocols, standards analysis and lesson studies.

G1.B2.S3 Provide time during early dismissal days for grade level teams to collaborate. `4`

🔍 S198990

Strategy Rationale

Professional development time is needed for both horizontal and vertical teams to collaborate about effective learning strategies related to the new curriculum and ways to successfully plan instruction to meet the needs of all learners.

Action Step 1 `5`

Implementation of horizontal and vertical team planning meetings.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Early Release Agendas, notes and evidence of team collaboration.

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

Team leaders will meet with administration to identify areas of need for professional training.

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Leadership Team notes, agendas and professional development training guides.

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

Exit tickets will be used to assess the effectiveness of early release team collaboration and training.

Person Responsible

Theresa Lanni

Schedule

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

Evidence of Completion

Agendas, notes, exit tickets and observation of collaboration among grade level teams.

G1.B3 Lack of understanding concerning the effective use of data in planning effective small group instruction. 2

G1.B3.S1 Teachers use models, examples, and questions that are appropriately scaffolded to meet the needs of diverse learners. 4

Strategy Rationale

Administration needs to build leaders who will share effective learning strategies with their peers. Observation of instruction in model classrooms will build capacity for collaborative learning structures within the school environment and promote effective professional growth of all teachers.

Action Step 1 5

Identify and use model classrooms to demonstrate effective use of differentiated instruction.

Person Responsible

Theresa Lanni

Schedule

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

Evidence of Completion

Teacher feedback form, coaches log, anecdotal walk-though notes

Action Step 2 5

Analyze student work and progress monitoring assessments to plan for instruction and flexible student groups.

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Student data, student grouping charts, differentiated assignment in centers

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

Reading coach and school administrators will utilize the coaching cycle to provide assistance and classroom resources to target differentiating and student grouping.

Person Responsible

Theresa Lanni

Schedule

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

Evidence of Completion

Coaching cycle notes, coaches log, classroom walk-throughs, teacher support feedback form, student grouping documentation, and evidence of differentiation in lesson plans.

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

Collection of student data and assessments will be evaluated to determine the effectiveness of center rotations and differentiation.

Person Responsible

Zabrina Smith

Schedule

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

Evidence of Completion

Student data, student grouping charts, classroom walk-throughs, lesson plans

G1.B3.S2 Utilization of center rotations to provide targeted differentiated instruction for students.Small groups are flexible and change with content, project and assessments. 4

S198992

Strategy Rationale

Instructional groupings based on data are essential to promote student growth and progress to mastery of the standards.

Action Step 1 5

Teachers will meet during common planning to look at their data and plan effectively for small group center rotations.

Person Responsible

Kathleen Herlihy

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

Plans that reflect data driven small group instruction.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administrative led collaboration on data analysis and planning for students next steps.

Person Responsible

Theresa Lanni

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student growth and progress as evident on classroom assessments, and the monitoring of progress on I-ready/Achieve 3000.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Administrative team will monitor assessment data and perform walk throughs to determine if students are making progress.

Person Responsible

Zabrina Smith

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

i-ready, CGA and achieve data as well as teacher assessment data, along with walk through observations, CAST observations and a review of common planning agendas/notes.

G2. If teachers provide rigorous instruction and increase student understanding of the content, then students can take ownership of their learning and demonstrate an increase in the depth of knowledge and engagement across multiple content areas. 1

G071905

G2.B2 Need for collaboration and training to enhance understanding of the process involved to appropriately set student goals 2

B187490

G2.B2.S1 Provide professional development to teachers and discuss methodologies during common planning that will enhance teacher understanding of the process involved to appropriately set student goals. 4

S198994

Strategy Rationale

For students to be successful, instruction must be aligned with their needs. Thus it is essential that students as well as teachers work collaboratively to identify appropriate student goals for mastery. Having students knowledgeable of their appropriate learning goals, enables them to become active learners and thus more successful at mastery of instructional objectives. Student ownership is essential for instructional success.

Action Step 1 5

Discuss student data during common planning and disaggregate data to identify individual student needs.

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Tracking Logs of student performance, student work, progress reports, report cards, assessment reports, center rotation schedule, teacher led planning notes, guided reading notes, RTI data, EquIP student work protocols, standards analysis, and lesson studies

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

Conduct classroom observations and walk-throughs,
Review lesson plans and student work,
Engage in "accountable" talk with students about their work,
Review common planning agendas and notes,
Use of EquIP student work protocols,
Standards Analysis,
lesson studies, and
provide professional development to deepen teacher understanding of the pillar of student
ownership.

Person Responsible

Zabrina Smith

Schedule

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

Evidence of Completion

Teacher collaboration and conversations around the topic of student ownership of
instructional goals Common planning agendas and notes Discussions with students
identifying the purpose of their work/what they are working toward/how do they know
mastery, etc.

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

Students will be able to articulate the purpose of an instructional task and/or an appropriate
learning goal that will enable student mastery of the learning objective.

Person Responsible

Theresa Lanni

Schedule

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

Evidence of Completion

Data tracking form, progress reports, report cards, student portfolios, student conversations
with "accountable talk" related to learning objective, EquIP student work protocols,
standards Analysis, and lesson studies.

G2.B4 Teacher understanding of the four pillars of excellent instruction 2

🔍 B187492

G2.B4.S1 Collaborative discussion during common planning to reflect on instructional practice and identify evidence of the four pillars of excellent instruction in their own classroom. 4

🔍 S198996

Strategy Rationale

The four pillars of excellent instruction provide a framework in which educators can design instruction to fully engage the learner and thus enable learners to excel in mastery of instructional objectives.

Action Step 1 5

Have teachers identify key components of each of the pillars of excellent instruction.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Highlighted copies of the four pillars of excellent instruction, common planning agendas and notes, teachers collaborating on what the pillars look like in their instructional practice, peer visits to identify evidence of the pillars in instructional practice, agendas/notes from professional development related to the four pillars of excellent instruction, and samples of student work/observations that show student ownership within the classroom setting

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

Teacher collaboration in which they discuss the four pillars identifying examples of those pillars in their own instructional practice.

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Teacher discussions, common planning agenda's, student work, observational notes, accountable talk in the classroom setting, EquIP student work protocols, standards analysis, and lesson studies.

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

Classroom walk throughs, common planning meetings,

Person Responsible

Theresa Lanni

Schedule

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

Evidence of Completion

Observational student and teacher data, common planning agendas/notes, Cast observational data, lesson plans, assessments and teacher notes, EquIP student work protocols, standards analysis, and lesson studies.

G2.B5 Knowledge of assessment systems and the use of the data that is generated `2`

`🔑 B187493`

G2.B5.S1 Identify and utilize technology programs to evaluate and disaggregate student data including the use of Performance Matters, Achieve 3000, and i-Ready, `4`

`🔑 S198997`

Strategy Rationale

Effective use of technology programs allows teachers to easily access student data to maximize common planning time.

Action Step 1 `5`

Provide support and training for technology based programs including i-Ready, Gizmos, Achieve 3000, and Performance Matters, to provide targeted instruction and systematic interventions.

Person Responsible

Zabrina Smith

Schedule

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

Evidence of Completion

Agendas, teacher feedback/exit tickets that indicate an understanding of content, classroom observations that show evidence of the four pillars and teacher and student usage of technology programs, and lesson plans should indicate evidence of incorporation of instructional technology programs on a regular basis).

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

The coaching cycle, additional professional development opportunities, and administrative feedback will provide support and monitor use of technology based instructional programs.

Person Responsible

Theresa Lanni

Schedule

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

Evidence of Completion

Walk-throughs will be conducted to observe evidence of students taking ownership of their learning. Additionally, we will look at: CAST observations, Coaching Cycle reports (coach and teacher collaboration on usage and incorporation of programs and use of data), assessment reports (showing disaggregated student data), and center rotation schedules (students grouped by data reports).

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Teacher lesson plans and assessment reports will be evaluated for use of student data technology programs to improve instruction and individualize Tier II and Tier III inventions for students based on results.

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Teacher Lesson Plans should indicate evidence of incorporation in instructional technology programs on a regular basis and use of data to differentiate and determine additional support. Other evidence include: assessment reports of disaggregated student data,EquIP student work protocols, standards analysis, lesson studies, students grouped or tiered (based on needs), center rotation schedules (students grouped by data reports) and RTI logs (showing students receiving intervention).

G2.B5.S2 Use data to evaluate the effectiveness of Tier II instruction and plan targeted interventions for students needing Tier III instructional support through the problem solving process. 4

S198998

Strategy Rationale

Disaggregating student data permits the determination of next steps for instruction and assessment for individual students.

Action Step 1 5

Disaggregate assessment data to align instruction based on individual student needs and plan for differentiation, centers, rigorous and engaging lessons.

Person Responsible

Kathleen Herlihy

Schedule

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

Evidence of Completion

Common Planning agenda and notes, student journals and portfolios, teacher-made tests, progress Reports and report cards, lesson plans, center rotation schedules, and classroom observations.

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Review of common planning agendas, teacher lesson plans, instructional data, and student interventions. The coaching cycle and administrative feedack will provide additional support.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Common planning notes and agendas, walk-through observations, lesson plans, CAST Observations, Coaching Cycle reports

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 `7`

Teacher lesson plans, assessment reports, and RTI data sheets, will be evaluated for implementation and use of student data to modify instruction and created targeted intervention plans. Student data from technology based support programs (i-Ready, Achieve 3000) will also be reviewed biweekly.

Person Responsible

Zabrina Smith

Schedule

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

Evidence of Completion

Teacher lesson plan books, student test scores (classroom assessments, District CGA's, i-ready, Achieve 3000, and DAR), Classroom walk-throughs, RTI logs, student journals and portfolios.

G2.B5.S3 Use self-assessment, peer observation, coaching, and common planning to implement best practices for delivery of instruction and sharing student work. `4`

S198999

Strategy Rationale

Teachers will share student work, instructional practices, teacher-generated assessments and instruction that are aligned with state standards.

Action Step 1 `5`

Teachers will collaborate and share best practices, analyze student work and classroom data, identify instructional strategies and student interventions. Teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge during Commom Planning meetings.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Walk-through observations, common planning agendas and notes, evidence of the four pillars, and implementation of instructional strategies. Lesson plans should reflect evidence of data driven center rotations.

Plan to Monitor Fidelity of Implementation of G2.B5.S3 `6`

The coaching cycle, professional teacher reflections, and administrative feedback will be used to monitor and support teacher teams focus on strong professional development aligned to practice.

Person Responsible

Theresa Lanni

Schedule

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

Evidence of Completion

Walk-through observations, common planning meeting agendas and notes, evidence of the four pillars and implementation of strategies from professional development training. Lesson plans should reflect evidence of rigorous instructional strategies and data driven center rotations.

Plan to Monitor Effectiveness of Implementation of G2.B5.S3 `7`

Teacher lesson plans will be evaluated for use of shared practices and implementation of common planning activities. Student data will reviewed and compared to evaluate teacher practices and refine instruction through collaborative common planning meetings.

Person Responsible

Zabrina Smith

Schedule

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

Evidence of Completion

Walk-through observations, CAST observations, common planning meeting agendas and notes, evidence of the four pillars and implementation of strategies from professional development.. Lesson plans should reflect evidence of rigorous instructional strategies and data driven center rotations.

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	Lesson plans for differentiated small group instruction will be reviewed to ensure alignment with Duval Reading and Duval Math.	Smith, Zabrina	8/24/2015	Walk-throughs will be conducted on a regular basis to observe implementation and evidence of Duval Reading and Duval Math, including artifacts, anchor charts, EquIP student work protocols, standards analysis,	6/10/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				lesson studies and student work related to the curriculum.	
G1.B1.S2.A1	Teachers will participate in professional development to dig deeper into assessment data to enhance their ability to plan effectively for small group center rotations.	Herlihy, Kathleen	8/24/2015	Classroom profiles, student profiles, common planning agendas and notes, EquIP student work protocols, standards analysis, lesson studies,planning templates, walkthroughs that show evidence of data driven center rotations, student work, conference notes etc.	6/10/2016 monthly
G1.B1.S3.A1	Teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge during Common Planning Meetings. Emphasis will be on the understanding of data and planning for effective small group center rotations.	Herlihy, Kathleen	8/24/2015	Walk-throughs will be conducted to observe evidence of the four pillars, implementation of Duval Reading and Duval Math and effective small group instruction. Common planning meeting agendas/notes, and the incorporation of strategies when planning whole group and small group instruction, as well as a review of assessments to make sure they are aligned with the Common Core Standards.	6/10/2016 biweekly
G1.B2.S1.A1	Plan master schedule to afford similar grade level planning for common planning twice, weekly.	Graham, Linda	7/1/2015	School Master Schedule	8/24/2015 one-time
G1.B2.S2.A1	Provide release time for grade level and academic teams to collaborate and plan (TDE).	Graham, Linda	8/24/2015	Collaboration agendas, common assessments, lesson plans, evidence of rigorous instructional strategies.	6/10/2016 monthly
G1.B2.S3.A1	Implementation of horizontal and vertical team planning meetings.	Graham, Linda	8/24/2015	Early Release Agendas, notes and evidence of team collaboration.	6/10/2016 monthly
G1.B3.S1.A1	Identify and use model classrooms to demonstrate effective use of differentiated instruction.	Lanni, Theresa	8/24/2015	Teacher feedback form, coaches log, anecdotal walk-though notes	6/10/2016 monthly
G1.B3.S2.A1	Teachers will meet during common planning to look at their data and plan effectively for small group center rotations.	Herlihy, Kathleen	8/24/2015	Plans that reflect data driven small group instruction.	6/10/2016 every-3-weeks
G2.B2.S1.A1	Discuss student data during common planning and disaggregate data to identify individual student needs.	Herlihy, Kathleen	8/24/2015	Tracking Logs of student performance, student work, progress reports, report cards, assessment reports, center rotation schedule, teacher led planning notes, guided reading notes, RTI data, EquIP student work protocols, standards analysis, and lesson studies	6/10/2016 weekly
G2.B4.S1.A1	Have teachers identify key components of each of the pillars of excellent instruction.	Graham, Linda	8/24/2015	Highlighted copies of the four pillars of excellent instruction, common planning agendas and notes, teachers collaborating on what the pillars look like in their instructional practice, peer visits to identify evidence of the pillars in instructional practice, agendas/notes from professional development related to the four pillars of excellent instruction, and samples of student work/observations that show student ownership within the classroom setting	6/10/2016 monthly
G2.B5.S1.A1	Provide support and training for technology based programs including i-Ready, Gizmos, Achieve 3000, and Performance Matters, to provide targeted instruction and systematic interventions.	Smith, Zabrina	8/24/2015	Agendas, teacher feedback/exit tickets that indicate an understanding of content, classroom observations that show evidence of the four pillars and teacher and student usage of technology programs, and lesson plans should indicate evidence of incorporation of instructional	6/10/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				technology programs on a regular basis).	
G2.B5.S2.A1	Disaggregate assessment data to align instruction based on individual student needs and plan for differentiation, centers, rigorous and engaging lessons.	Herlihy, Kathleen	8/24/2015	Common Planning agenda and notes, student journals and portfolios, teacher-made tests, progress Reports and report cards, lesson plans, center rotation schedules, and classroom observations.	6/10/2016 weekly
G2.B5.S3.A1	Teachers will collaborate and share best practices, analyze student work and classroom data, identify instructional strategies and student interventions. Teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge during Commom Planning meetings.	Graham, Linda	8/24/2015	Walk-through observations, common planning agendas and notes, evidence of the four pillars, and implementation of instructional strategies. Lesson plans should reflect evidence of data driven center rotations.	6/10/2016 quarterly
G1.B1.S1.A2	Teachers will receive training on new curriculum changes and work collaboratively to disaggregate data and plan effectively for small group center rotations.	Lanni, Theresa	8/24/2015	Walk-throughs will be conducted on a regular basis to observe evidence of the analysis of student data used to plan data driven small group instruction. Center rotations, guided reading plans, teacher led group plans, independent work center activities, reading conferences, EquIP student work protocols, standards analysis, lesson studies, student knowledge of effective reading strategies and individual student goals. Implementation of the four pillars of excellence should be evident.	6/10/2016 weekly
G1.B1.S2.A2	Teachers will run classroom profile data from i-Ready and/or Achieve 3000 (or teacher made assessment data) and determine student next steps based on that data.	Smith, Zabrina	8/24/2015	During center rotations, students will work on specific instructional goals. Data will be used to plan effectively for teacher led centers, including guided reading. All students will be seen at least twice weekly in small group. Common planning agendas/notes will be used to determine student growth and progress.	6/10/2016 every-3-weeks
G1.B2.S1.A2	Master Scheduling	Herlihy, Kathleen	8/24/2015	Each teacher will create and post a schedule/plan that outlines daily instruction, which is aligned with the school/district approved master schedule.	6/10/2016 quarterly
G1.B3.S1.A2	Analyze student work and progress monitoring assessments to plan for instruction and flexible student groups.	Herlihy, Kathleen	9/14/2015	Student data, student grouping charts, differentiated assignment in centers	6/10/2016 weekly
G1.B1.S1.A3	Teachers will receive administrative support during common planning time to evaluate curriculum/standards and align instruction and assessments.	Herlihy, Kathleen	8/24/2015	Common planning minutes and agendas will reflect teacher discussion of content, EQUIP student work protocols, analysis of standards, lesson study, and alignment in lesson plans. Walk throughs will be conducted to evaluate implementation and effectiveness of plans and assessments.	6/10/2016 weekly
G1.B1.S2.A3	Teachers will monitor lessons on i-Ready and provide assistance to students when they are not demonstrating adequate progress on assessments.	Lanni, Theresa	8/24/2015	i-Ready monitoring documents, fluidity of center rotation groupings, lesson plans, common planning notes/agendas.	6/10/2016 every-3-weeks
G1.MA1	Data from student test scores including common assessments, District CGA's, i-Ready, Achieve 3000, DAR, and	Herlihy, Kathleen	8/24/2015	Teacher lesson plan books will provide evidence of data driven small group instruction, student journals, portfolios,	6/10/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	student work samples, teacher observation data, including formal and informal CAST observations, walk-throughs and coaching cycle notes.			work samples aligned with the Florida State Assessment, district assessments, EQUIP student work protocols, standards analysis and lesson studies.	
G1.MA2	Common planning notes and training notes will be used to evaluate effectiveness of training modules and common planning meetings.	Graham, Linda	8/24/2015	Common planning agendas that address analysis of student data and teacher collaboration, EquIP student work protocols, standards analysis, lesson studies, common assessments, center activities, planning templates and other teacher generated work products.	6/10/2016 quarterly
G1.B1.S1.MA1	Lesson plans will be evaluated for implementation and alignment of Florida State Standards and district curriculum. Student data will reviewed for growth and success toward standards during each quarterly Curriculum Guide assessment period. Student data from technology based support programs (i-Ready, Achieve 3000) will be reviewed.	Herlihy, Kathleen	8/24/2015	Teacher lesson plan books, student test scores (classroom assessments, District CGAs, i-Ready, Achieve 3000, and DAR), Classroom walk-throughs, student journals, portfolios, and common planning agendas/notes.	6/10/2016 every-3-weeks
G1.B1.S1.MA1	The coaching cycle, professional development opportunities, and administrative feedback will provide instructional support of the new curriculum to teachers.	Lanni, Theresa	8/24/2015	Walk-throughs will be conducted on a regular basis to observe evidence of the implementation of Duval Reading and Duval Math. CAST observations, EquIP Student Work Protocols, Standards Analysis, Lesson Study, Coaching Cycle reports (Coaches and teacher next steps), anchor charts, journals, portfolios, student work samples and assessments will also be reviewed.	6/10/2016 weekly
G1.B2.S1.MA1	Grade level data including common planning agendas, common lesson plans and reading coach logs illustrating teacher utilization of available time.	Herlihy, Kathleen	8/24/2015	Common planning agendas, grade level common assignments, lesson plans, EquIP student work protocols, standards analysis, lesson studies, coaches logs and notes.	6/10/2016 monthly
G1.B2.S1.MA1	School Master Schedule will be reviewed to ensure each grade level has the same resource time.	Graham, Linda	8/24/2015	School Master Schedule	6/10/2016 biweekly
G1.B3.S1.MA1	Collection of student data and assessments will be evaluated to determine the effectiveness of center rotations and differentiation.	Smith, Zabrina	8/24/2015	Student data, student grouping charts, classroom walk-throughs, lesson plans	6/10/2016 monthly
G1.B3.S1.MA1	Reading coach and school administrators will utilize the coaching cycle to provide assistance and classroom resources to target differentiating and student grouping.	Lanni, Theresa	9/14/2015	Coaching cycle notes, coaches log, classroom walk-throughs, teacher support feedback form, student grouping documentation, and evidence of differentiation in lesson plans.	6/10/2016 monthly
G1.B1.S2.MA1	Student journals, writing samples, classroom assessment data, and data driven center rotations will be used to determine effective implementation.	Herlihy, Kathleen	8/24/2015	Teacher lesson plan books, student journals, writing samples, classroom walk-throughs, and coaching cycle notes.	6/10/2016 monthly
G1.B1.S2.MA1	The coaching cycle, professional development opportunities, and administrative feedback will provide support for using data to plan effective instruction during center time.	Graham, Linda	8/24/2015	Classroom walkthroughs, student conversations, data driven center rotations, EquIP student work protocols, standards analysis, lesson study and coaching cycle reports.	6/10/2016 monthly
G1.B2.S2.MA1	Teacher plans and assessments are substantial and reflect high quality collaboration. Student data and student	Smith, Zabrina	8/24/2015	Student work/portfolios (work samples aligned with FSA and developed from the teams collaboration), coaches log,	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	work reveal carefully and strategically planned instruction.			classroom walk-through (Visits show evidence of the four pillars and common strategies and activities developed during planning), EquIP student work protocols, standards analysis and lesson studies.	
G1.B2.S2.MA1	Administration will facilitate weekly common planning for all teachers.	Herlihy, Kathleen	8/24/2015	Common planning agendas, administrative walk-through (Visits show evidence of the four pillars and teachers using similar strategies and activities that were developed in planning), EquIP student work protocols, standards analysis, and lesson studies.	6/10/2016 weekly
G1.B3.S2.MA1	Administrative team will monitor assessment data and perform walk throughs to determine if students are making progress.	Smith, Zabrina	8/24/2015	i-ready, CGA and achieve data as well as teacher assessment data, along with walk through observations, CAST observations and a review of common planning agendas/notes.	6/10/2016 every-3-weeks
G1.B3.S2.MA1	Administrative led collaboration on data analysis and planning for students next steps.	Lanni, Theresa	8/24/2015	Student growth and progress as evident on classroom assessments, and the monitoring of progress on I-ready/Achieve 3000.	6/10/2016 every-3-weeks
G1.B1.S3.MA1	Teacher's presentation/delivery of the lesson will be evaluated for implementation of higher order questions and high yield instructional strategies (aligned to Florida State Standards and district curriculum). Student data will be reviewed for growth and success toward standards during each quarterly Curriculum Guide assessment period. Student data from technology based support programs (i-ready, Achieve 3000) will also be reviewed.	Graham, Linda	8/24/2015	Teacher lesson plan books, student test scores (classroom assessments, District CGA's, i-Ready, Achieve 3000, and DAR), Classroom Walk-through observations, student journals and portfolios (Showing activities and assessments aligned with the FSA. and data driven center rotations.	6/10/2016 monthly
G1.B1.S3.MA1	Lesson plans will be evaluated for implementation of data lead small group instruction during center time.. Student data will be reviewed for growth and success toward standards during each quarterly Curriculum Guide assessment period. Student data from technology based support programs (i-ready, Achieve) will also be reviewed.	Smith, Zabrina	8/24/2015	Teacher lesson plan books (Evidence of data driven small group instruction) student test scores (classroom assessments, District CGA's, i-Ready, Achieve 3000, and DAR), Classroom Walk-through observations (Visits show evidence of the four pillars) student journals and portfolios (Showing activities and assessments aligned with the FSA designed around high yield strategies).	6/10/2016 every-3-weeks
G1.B2.S3.MA1	Exit tickets will be used to assess the effectiveness of early release team collaboration and training.	Lanni, Theresa	8/24/2015	Agendas, notes, exit tickets and observation of collaboration among grade level teams.	6/10/2016 monthly
G1.B2.S3.MA1	Team leaders will meet with administration to identify areas of need for professional training.	Herlihy, Kathleen	8/24/2015	Leadership Team notes, agendas and professional development training guides.	6/10/2016 monthly
G2.MA1	Data from student test scores including common assessments, District CGAs, i-Ready, Achieve 3000, DAR, and student work samples, as well as, teacher observation data, including formal and informal CAST observations, walk-throughs and coaching cycle notes.	Herlihy, Kathleen	8/24/2015	Walk-through observations, common planning meeting agendas and notes, EquIP student work protocols, standards analysis, lesson studies, evidence of the four pillars, implementation of instructional strategies and small group instruction. Lesson plans should reflect evidence of rigorous instructional strategies and data driven center rotations.	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	Students will be able to articulate the purpose of an instructional task and/or an appropriate learning goal that will enable student mastery of the learning objective.	Lanni, Theresa	8/24/2015	Data tracking form, progress reports, report cards, student portfolios, student conversations with "accountable talk" related to learning objective, EquIP student work protocols, standards Analysis, and lesson studies.	6/10/2016 monthly
G2.B2.S1.MA1	Conduct classroom observations and walk-throughs, Review lesson plans and student work, Engage in "accountable" talk with students about their work, Review common planning agendas and notes, Use of EquIP student work protocols, Standards Analysis, lesson studies, and provide professional development to deepen teacher understanding of the pillar of student ownership.	Smith, Zabrina	8/24/2015	Teacher collaboration and conversations around the topic of student ownership of instructional goals Common planning agendas and notes Discussions with students identifying the purpose of their work/ what they are working toward/how do they know mastery, etc.	6/10/2016 monthly
G2.B4.S1.MA1	Classroom walk throughs, common planning meetings,	Lanni, Theresa	8/24/2015	Observational student and teacher data, common planning agendas/notes, Cast observational data, lesson plans, assessments and teacher notes, EquIP student work protocols, standards analysis, and lesson studies.	6/10/2016 monthly
G2.B4.S1.MA1	Teacher collaboration in which they discuss the four pillars identifying examples of those pillars in their own instructional practice.	Herlihy, Kathleen	8/24/2015	Teacher discussions, common planning agenda's, student work, observational notes, accountable talk in the classroom setting, EquIP student work protocols, standards analysis, and lesson studies.	6/10/2016 monthly
G2.B5.S1.MA1	Teacher lesson plans and assessment reports will be evaluated for use of student data technology programs to improve instruction and individualize Tier II and Tier III inventions for students based on results.	Herlihy, Kathleen	8/24/2015	Teacher Lesson Plans should indicate evidence of incorporation in instructional technology programs on a regular basis and use of data to differentiate and determine additional support. Other evidence include: assessment reports of disaggregated student data,EquIP student work protocols, standards analysis, lesson studies, students grouped or tiered (based on needs), center rotation schedules (students grouped by data reports) and RTI logs (showing students receiving intervention).	6/10/2016 monthly
G2.B5.S1.MA1	The coaching cycle, additional professional development opportunities, and administrative feedback will provide support and monitor use of technology based instructional programs.	Lanni, Theresa	8/24/2015	Walk-throughs will be conducted to observe evidence of students taking ownership of their learning. Additionally, we will look at: CAST observations, Coaching Cycle reports (coach and teacher collaboration on usage and incorporation of programs and use of data), assessment reports (showing disaggregated student data), and center rotation schedules (students grouped by data reports).	6/10/2016 monthly
G2.B5.S2.MA1	Teacher lesson plans, assessment reports, and RTI data sheets, will be evaluated for implementation and use of student data to modify instruction and created targeted intervention plans. Student data from technology based support programs (i-Ready, Achieve 3000) will also be reviewed biweekly.	Smith, Zabrina	8/24/2015	Teacher lesson plan books, student test scores (classroom assessments, District CGA's, i-ready, Achieve 3000, and DAR), Classroom walk-throughs, RTI logs, student journals and portfolios.	6/10/2016 biweekly
G2.B5.S2.MA1	Review of common planning agendas, teacher lesson plans, instructional	Graham, Linda	8/24/2015	Common planning notes and agendas, walk-through observations, lesson	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	data, and student interventions. The coaching cycle and administrative feedack will provide additional support.			plans, CAST Observations, Coaching Cycle reports	
G2.B5.S3.MA1	Teacher lesson plans will be evaluated for use of shared practices and implementation of common planning activities. Student data will reviewed and compared to evaluate teacher practices and refine instruction through collaborative common planning meetings.	Smith, Zabrina	8/24/2015	Walk-through observations, CAST observations, common planning meeting agendas and notes, evidence of the four pillars and implementation of strategies from professional development.. Lesson plans should reflect evidence of rigorous instructional strategies and data driven center rotations.	6/10/2016 quarterly
G2.B5.S3.MA1	The coaching cycle, professional teacher reflections, and administrative feedback will be used to monitor and support teacher teams focus on strong professional development aligned to practice.	Lanni, Theresa	8/24/2015	Walk-through observations, common planning meeting agendas and notes, evidence of the four pillars and implementation of strategies from professional development training. Lesson plans should reflect evidence of rigorous instructional strategies and data driven center rotations.	6/10/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If the frequency in which teachers employ effective instructional strategies is increased, then teachers can analyze assessment data and collaborate with students about their progress and plan differentiated small group instruction that will promote and enhance student learning.

G1.B1 Implementation of new Duval Reading and Duval Math curriculum, Common Core Standards, and effective teaching strategies.

G1.B1.S1 Teachers will receive training and support on the implementation of our new Duval Reading and Duval Math curriculum and effective learning strategies.

PD Opportunity 1

Lesson plans for differentiated small group instruction will be reviewed to ensure alignment with Duval Reading and Duval Math.

Facilitator

Principal- Linda Graham

Participants

K-5 classroom teachers

Schedule

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

PD Opportunity 2

Teachers will receive training on new curriculum changes and work collaboratively to disaggregate data and plan effectively for small group center rotations.

Facilitator

Kathleen Herlihy, Assistant Principal Zabrina Smith, Assistant Principal

Participants

K-5 classroom teachers

Schedule

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

PD Opportunity 3

Teachers will receive administrative support during common planning time to evaluate curriculum/
standards and align instruction and assessments.

Facilitator

Kathleen Herlihy, Assistant Principal Zabrina Smith, Assistant Principal

Participants

K-5 classroom teachers

Schedule

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

G1.B1.S2 Provide teachers with professional development and training on using data to plan for
effective small group center rotations.

PD Opportunity 1

Teachers will participate in professional development to dig deeper into assessment data to enhance
their ability to plan effectively for small group center rotations.

Facilitator

Kathleen Herlihy, Assistant Principal Zabrina Smith, Assisstant Principal

Participants

K-5 classroom teachers

Schedule

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

PD Opportunity 2

Teachers will run classroom profile data from i-Ready and/or Achieve 3000 (or teacher made
assessment data) and determine student next steps based on that data.

Facilitator

Kathleen Herlihy Zabrina Smith

Participants

K-5 classroom teachers

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

PD Opportunity 3

Teachers will monitor lessons on i-Ready and provide assistance to students when they are not demonstrating adequate progress on assessments.

Facilitator

Kathleen Herlihy Zabrina Smith

Participants

k-5 classroom teachers

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

G1.B1.S3 Increase the use of higher order questioning through complex text and other high yield strategies in order to allow students to master the Florida State Standards in Literacy.

PD Opportunity 1

Teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge during Common Planning Meetings. Emphasis will be on the understanding of data and planning for effective small group center rotations.

Facilitator

Grade Level Lead Teachers Administration

Participants

All K-5 Classroom teachers

Schedule

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

G1.B2 Effective use of common planning time to identify areas of need and provide effective professional development.

G1.B2.S1 Create the school master schedule to provide each grade level common planning twice weekly.

PD Opportunity 1

Plan master schedule to afford similar grade level planning for common planning twice, weekly.

Facilitator

Linda Graham

Participants

Classroom and Resource teachers Assistant Principals

Schedule

On 8/24/2015

G1.B3 Lack of understanding concerning the effective use of data in planning effective small group instruction.

G1.B3.S1 Teachers use models, examples, and questions that are appropriately scaffolded to meet the needs of diverse learners.

PD Opportunity 1

Identify and use model classrooms to demonstrate effective use of differentiated instruction.

Facilitator

Administration Reading Coach- Theresa Lanni

Participants

Classroom Teachers

Schedule

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

G1.B3.S2 Utilization of center rotations to provide targeted differentiated instruction for students.Small groups are flexible and change with content, project and assessments.

PD Opportunity 1

Teachers will meet during common planning to look at their data and plan effectively for small group center rotations.

Facilitator

Kathleen Herlihy Zabrina Smith

Participants

K-5 Classroom Teachers

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

G2. If teachers provide rigorous instruction and increase student understanding of the content, then students can take ownership of their learning and demonstrate an increase in the depth of knowledge and engagement across multiple content areas.

G2.B2 Need for collaboration and training to enhance understanding of the process involved to appropriately set student goals

G2.B2.S1 Provide professional development to teachers and discuss methodologies during common planning that will enhance teacher understanding of the process involved to appropriately set student goals.

PD Opportunity 1

Discuss student data during common planning and disaggregate data to identify individual student needs.

Facilitator

Linda Graham

Participants

Classroom Teachers

Schedule

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

G2.B5 Knowledge of assessment systems and the use of the data that is generated

G2.B5.S1 Identify and utilize technology programs to evaluate and disaggregate student data including the use of Performance Matters, Achieve 3000, and i-Ready,

PD Opportunity 1

Provide support and training for technology based programs including i-Ready, Gizmos, Achieve 3000, and Performance Matters, to provide targeted instruction and systematic interventions.

Facilitator

Sabrina Smith, Assistant Principal Kathleen Herlihy, Assistant Principal

Participants

K-5 classroom teachers

Schedule

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

G2.B5.S3 Use self-assessment, peer observation, coaching, and common planning to implement best practices for delivery of instruction and sharing student work.

PD Opportunity 1

Teachers will collaborate and share best practices, analyze student work and classroom data, identify instructional strategies and student interventions. Teachers are expected to serve as diagnostic/ prescriptive educators who share their knowledge during Commom Planning meetings.

Facilitator

Lead Teachers Administration

Participants

All K-5 classroom teachers

Schedule

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

Technical Assistance Items

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

G2. If teachers provide rigorous instruction and increase student understanding of the content, then students can take ownership of their learning and demonstrate an increase in the depth of knowledge and engagement across multiple content areas.

G2.B5 Knowledge of assessment systems and the use of the data that is generated

G2.B5.S2 Use data to evaluate the effectiveness of Tier II instruction and plan targeted interventions for students needing Tier III instructional support through the problem solving process.

PD Opportunity 1

Disaggregate assessment data to align instruction based on individual student needs and plan for differentiation, centers, rigorous and engaging lessons.

Facilitator

Grade level lead teachers Administration

Participants

All Professional Learning Communities

Schedule

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

Budget

Budget Data

1	G1.B1.S1.A1	**Lesson plans for differentiated small group instruction will be reviewed to ensure alignment with Duval Reading and Duval Math.**				**$0.00**
2	G1.B1.S1.A2	**Teachers will receive training on new curriculum changes and work collaboratively to disaggregate data and plan effectively for small group center rotations.**				**$0.00**
3	G1.B1.S1.A3	**Teachers will receive administrative support during common planning time to evaluate curriculum/standards and align instruction and assessments.**				**$0.00**
4	G1.B1.S2.A1	**Teachers will participate in professional development to dig deeper into assessment data to enhance their ability to plan effectively for small group center rotations.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2391 - Sabal Palm Elementary School	General Fund		$0.00

Budget Data

5	G1.B1.S2.A2	Teachers will run classroom profile data from i-Ready and/or Achieve 3000 (or teacher made assessment data) and determine student next steps based on that data.	$0.00
6	G1.B1.S2.A3	Teachers will monitor lessons on i-Ready and provide assistance to students when they are not demonstrating adequate progress on assessments.	$0.00
7	G1.B1.S3.A1	Teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge during Common Planning Meetings. Emphasis will be on the understanding of data and planning for effective small group center rotations.	$0.00
8	G1.B2.S1.A1	Plan master schedule to afford similar grade level planning for common planning twice, weekly.	$0.00
9	G1.B2.S1.A2	Master Scheduling	$0.00
10	G1.B2.S2.A1	Provide release time for grade level and academic teams to collaborate and plan (TDE).	$0.00
11	G1.B2.S3.A1	Implementation of horizontal and vertical team planning meetings.	$0.00
12	G1.B3.S1.A1	Identify and use model classrooms to demonstrate effective use of differentiated instruction.	$0.00
13	G1.B3.S1.A2	Analyze student work and progress monitoring assessments to plan for instruction and flexible student groups.	$0.00
14	G1.B3.S2.A1	Teachers will meet during common planning to look at their data and plan effectively for small group center rotations.	$0.00
15	G2.B2.S1.A1	Discuss student data during common planning and disaggregate data to identify individual student needs.	$0.00
16	G2.B4.S1.A1	Have teachers identify key components of each of the pillars of excellent instruction.	$0.00
17	G2.B5.S1.A1	Provide support and training for technology based programs including i-Ready, Gizmos, Achieve 3000, and Performance Matters, to provide targeted instruction and systematic interventions.	$0.00
18	G2.B5.S2.A1	Disaggregate assessment data to align instruction based on individual student needs and plan for differentiation, centers, rigorous and engaging lessons.	$0.00
19	G2.B5.S3.A1	Teachers will collaborate and share best practices, analyze student work and classroom data, identify instructional strategies and student interventions. Teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge during Commom Planning meetings.	$0.00
		Total:	$0.00