

Duval County Public Schools

# Beauclerc Elementary School



2015-16 School Improvement Plan

## Beauclerc Elementary School

4555 CRAVEN RD W, Jacksonville, FL 32257

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)</b>
Elementary	No	49%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate (Reported as Non-white on Survey 2)</b>
No	No	65%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	C	B	B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

###### Mission

To provide excellent educational experiences through leadership as well as through bilingual, biliterate, and bicultural dual language opportunities in every classroom, for every student, every day and in every home.

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

###### Vision

Every student is inspired and prepared for successful leadership in college or a career, with an embracing understanding of diverse cultures.

#### School Environment

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

Beauclerc climate survey and home language survey will help to provide a snapshot of our students' cultural needs. Teachers will use monthly newsletters in order to maintain constant contact and bridge the gap between home and school. The continued support between faculty and parents will ensure positive relationships. Our monthly parental involvement events with the help from PTA will build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress. These events include, but are not limited to: Open House, Math/Science Night, Book Character Parade, Literacy Night, Turkey Run, and Reading Celebration. Beauclerc will embed cultural activities within curriculum and daily course work like reading selections, writing prompts, and Social Studies.

During pre-planning, faculty and staff members were presented with TNTP Instructional Culture Survey results and school climate surveys from parents and students. The survey was completed by staff members during the Spring of 2014. After analyzing the data, staff members had to determine areas that were low from the different stakeholders and discuss strategies to improve in those areas.

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

Beauclerc has clear systems implemented for arrival and dismissal with adult supervision at all times. Safety procedures are in place for all circumstances ie: code red, fire, severe weather. Having a staff and leadership team that is visible and available allows for students and parents to feel valued, appreciated, and respected. This will help to foster an environment where students will participate and contribute to the learning environment. Cafeteria systems are in place and staff members have assigned duties to ensure safety for all students. Staff members use radios for continuous communication. Students use hall passes and a buddy system when leaving the classroom. All faculty and staff at our school work to build relationships with students including teachers, front office staff, custodians, and administration.

Beauclerc Elementary School Counselor will provide services to enhance student's academic, career, and social development. The school counseling assists students to manage emotional, academic, and behavioral challenges and help them develop a clear focus or sense of direction through:

1. Classroom guidance lessons
2. Small group counseling



3. Parent workshops
4. Individual counseling
5. Referrals to community agencies
6. Parent/Teacher conference

Classroom guidance lessons that are implemented throughout the year are:

1. Bullying
2. Goal Setting
3. Study Skills
4. Managing Anger
5. Career Awareness
6. Social Skills
7. Conflict Resolution

**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**

Beauclerc behavioral system is used school wide and extends into the classrooms. All classroom teachers follow CHAMP's system. Students were presented with CHAMP expectations for hallway transitions, cafeteria, and morning/dismissal. Classroom teachers reinforce CHAMP expectations in classrooms for activities and transitions throughout the school day. Beauclerc teachers strive to provide meaningful, student-driven lessons with a focus on hands-on lessons and ensuring a daily engaging activity. Beauclerc teachers follow an ample ways of communication between school, parents, and students.

**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**

Beauclerc is continuing building a relationship with students and families. All faculty and staff at our school work to build relationships with students including teachers, front office staff, custodians, and administration. Some students have specific challenges and we mentor and counsel them and their families to help make strides in those areas. A guidance counselor is available to all students if counseling is needed. She will provide services to enhance student's academic, career, and social development. The school counseling assists students to manage emotional, academic, and behavioral challenges and help them develop a clear focus or sense of direction through:

1. Classroom guidance lessons
2. Small group counseling
3. Parent workshops
4. Individual counseling
5. Referrals to community agencies
6. Parent/Teacher conference

Classroom guidance lessons that are implemented throughout the year are:

1. Bullying
2. Goal Setting
3. Study Skills
4. Managing Anger
5. Career Awareness
6. Social Skills
7. Conflict Resolution

### **Early Warning Systems**

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

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The dominant early warning indicators at Beauclerc Elementary School are attendance below 90 percent, one or more suspensions, and receiving a score of a Level 1 on statewide, standardized assessments in English Language Arts or Mathematics. Attendance below 95 percent is an early warning indicator because the issue exists in all grade levels. Receiving one or more suspensions is also an early warning indicator because students miss quality instruction when they are not in class. And scoring a Level 1 on a statewide, standardized assessment in English Language Arts or Mathematics is another early warning indicator because those students are working below grade level in one or more of the core subjects.

**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	23	33	28	20	26	10	140
One or more suspensions	2	4	3	1	6	3	19
Course failure in ELA or Math	6	8	5	5	0	2	26
Level 1 on statewide assessment	0	0	0	9	21	17	47

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	2	4	2	8

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

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system. In order to support our students, Beauclerc offers free breakfast and lunch to all students.

In order to support behavior and minimize suspensions, Beauclerc has adopted the Positive Paws Behavior System as a school wide behavior program. We have also implemented the "Superheroes Behavior" program. In this program, students have the opportunity to be recognized for their actions at a school-wide level.

To improve the academic performance of our students who scored a Level 1 on statewide assessments, we will be providing Afterschool tutoring in reading and Math for all level 1 and 2 students. Also, during the school hours our Reading Interventionist will be providing extra intervention in Reading to our level 1 and 2 students. Beauclerc will implement the use of I-Ready and Achieve 3000 computer program that will be used as a supplement to our core reading and math instruction.

**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**

Beauclerc Elementary has established a target to increase parental involvement by 25%. Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.

Communicate classroom and school news to parents.

Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings.

Positive notes, letters, phone calls home.

Planned opportunities for parents and teachers to learn together include K-5 Reading, Math, and Science Nights.

The parent volunteers work side by side with Dual Language teachers and students to plan and support the Fall and Spring Culture Activities. These activities inquire learning in each classroom while providing a school community event for the entire school.

**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**

Through partnerships with the local community, Beauclerc is able to secure and utilize resources to support the school and student achievement. Our school based PTA representative establishes relationships, while maintaining previous relationships with area businesses. Our partnerships include, but are not limited to: Citibank, BJ's, NationImprint

**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
Price, Susan	Assistant Principal
Spasoff, Mariah	Principal
Riquelme, Elena	Assistant Principal
Malone, Tracey	Instructional Coach

**Duties**

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

Beauclerc Principal, Mariah Spasoff, is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction and supports continuous professional development opportunities for all teachers. Ms. Spasoff also oversees school wide safety, efficient operations. and she is in constant communication and collaboration with the surrounding community and it's stakeholders.

Beauclerc, Assistant Principal, Elena Riquelme, is an instructional leader who assists and supports all

of the principal's initiatives and duties.

Beauclerc, Assistant Principal, Susan Price, is an instructional leader who assists and supports all of the principal's initiatives and duties.

Beauclerc, School Counselor, Hillery Duperly, provides guidance services for social and emotional needs to our K-2 Beauclerc students. She is a lead for the Character Education program and provides attendance support.

Beauclerc, School Counselor, Girelly Delgado, provides guidance services for social and emotional needs to our 3rd-5th grade Beauclerc students. She is a lead for the Character Education program and provides attendance support.

Beauclerc, Reading Coach, Tracey Malone, collaborates with teachers to develop rich professional development through modeling, data review, and research based best practices. She leads our LLT to provide vertical articulation of rigorous literacy instruction.

Overall, the leadership team works collaboratively on the following items: PLCs, common planning, classroom walkthroughs, coaching, school events, lesson plan monitoring, and data disaggregation.

***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 leadership team meets weekly to discuss classroom instruction, student expectations, analyze data, and engage in school wide problem solving. In addition to classroom observations, data chats are conducted to determine how students are progressing. The team will collaborate with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom. The team will also attend professional development as well as provide professional development to faculty. Professional development needs will be identified through classroom walkthroughs, data analysis, and teacher needs. The team will also review progress-monitoring data at each grade level and classroom level to identify students who are meeting/exceeding standards.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Ryan Cady	Business/Community
Marydela Andrade	Parent
Mariah Spassoff	Principal
Chris Laymon	Business/Community
Patricia Howell	Teacher
Miranda Harper	Parent
Raymond Varas	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

SAC evaluated the goals and objectives each month last year and made suggestions to add or take away items based on how successful they were. At the initial SAC meeting, we reviewed last year's

school improvement plan in conjunction with 2014 FCAT state assessment results to determine an evaluation of its goals and effectiveness. They will be a part of the review before the current plan is finalized and help make recommendations throughout the year.

*Development of this school improvement plan*

SAC reviewed last year's data, reviewed the current SIP draft and made suggestions for this year. SAC member input was discussed, considered, and integrated into the draft plan as appropriate. A report is developed and a copy is submitted to the School Board and Superintendent.

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

In the spring, the projected school budget for the 2015-2016 school year was shared with the SAC and input was collected. During the September 2015 meeting, updated budget information was shared. Preliminary planning for offering tutoring was also shared.

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

Identity Manager System (badge maker) \$2,650  
 Computer components-Headphones \$2,000  
 Tutoring \$3,353.40

**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*

N/A

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Price, Susan	Assistant Principal
Spasoff, Mariah	Principal
Malone, Tracey	Instructional Coach
Riquelme, Elena	Assistant Principal

**Duties**

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

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency standards. The focus of the literacy team will be to develop model classrooms and develop an action plan to build strong Tier 2 (differentiated) instruction. A Literacy Night will be scheduled to promote positive family interactions with text based activities. In addition, PLCs will be utilized for looking at student work using the EQuip protocol and during common planning meetings teachers will review upcoming standards, performance tasks, and target the curriculum mapping appropriately.

**Public and Collaborative Teaching**

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

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

A variety of strategies are used to encourage positive working relationships between teachers at Beauclerc. The master schedule has been designed to provide 45 minutes for 3 to 4 times a week for teachers to meet by common content. Grade levels/Subject Area and Vertical Team conduct PLC's to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLC's. We also hold bi-weekly data meetings in order to disaggregate data and continue the collaboration process. Faculty meetings are held monthly and professional development activities are held on Wednesdays during Early Dismissal. Beauclerc supports new teachers through the Mentor/Mentee program. Mentees receive support from a veteran teacher through this program. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Selection Criteria:

Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist will also provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification
- disposition/interpersonal skills
- common planning
- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

Consider including information regarding how you recruit and recognize mentors for their important work in order to build capacity for supporting developing teachers.

1. Meet with mentors weekly to discuss various concerns and issues.
  2. Coach provides support and model demo lessons in classrooms.
  3. Principal will meet with each grade level every other week to provide support.
  4. Encourage participation in professional development that will enhance professional growth.
  5. Team building activities each month and during weekly professional development meetings.
  6. Leadership Team Partner new teachers with veteran staff.
  7. Principal and Assistant Principals Celebrate teachers on a monthly basis as "teacher of the month" to promote positive praise.
  8. Mentor observation cycles in which new teachers receive formative feedback and targeted coaching
  9. New teacher observations of model teachers with a focus on identified challenges and Educator
- The leadership is responsible for making sure these efforts occur. The admin team, reading coach, mentors, and lead teachers.

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

We have paired all first year teachers and teachers who are new to Beauclerc with an experienced, effective teacher. They have common planning time built into their schedules every day. At least one of these days they are encouraged to meet with their mentees. Mentors will observe their mentees and provide feedback while also opening up their own classroom for them to visit.

We also will provide:

- PDF monthly MINT learning sessions that focus on identified areas of need
- Collaborative learning groups or PLCs provide additional layers of support and learning opportunities

## 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***

Beauclerc ensures its core instructional programs and materials are aligned to Florida's Standards during weekly common planning times. During these meetings, the leadership team representative and grade level teachers review the unit of study, analyze data and plan rigorous, differentiated instruction. In addition, instructional teams review FSA Item Specifications to ensure all teacher made assessments are aligned. The dialogue during these meetings help to promote student achievement, understanding of the standards, and utilizing instructional practices to meet the needs of each student.

#### 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***

Beauclerc uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given baseline assessments. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, mid and end of the module assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goals. Small group/Tier 2 instruction will address students' individual needs based upon data analysis. Students who are performing below grade level proficiency will receive additional intervention specific to their needs. These students will be progress monitored on a bi-weekly basis, and groups will be fluid based on student needs. Teachers conduct data chats with subject area coaches and form action plans that include data chats and goal setting with students. For mathematics, students in grades 4 and 5 who are not receiving ESE or ESOL support services and are below the proficiency level as evidenced by i-Ready baseline data will receive additional intervention through our Math Interventionist.

The leadership team and grade levels will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 54,000

We offer Extended Day at our school before and after school. Students receive extra enrichment activities. Students in all grade levels receive an extra half hour of reading and math instruction by using iReady Computer base program. In addition, we will be providing Reading and Math after-school tutoring from October through April.

**Strategy Rationale**

As a result, students overall Reading and Math proficiency will increase.

**Strategy Purpose(s)**

- Enrichment

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

Spasoff, Mariah, spasoffm@duvalschools.org

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

When analyzing students data, we keep tracked of who is participating in the program and who is not. Students on the computers will be utilizing the same programs from the school day and their progress is tracked through the program and reviewed.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Our Kindergarten students are assessed using iReady, FLKRS, and teacher made assessments. Within the first 45 days of enrollment, kindergarten students are given two assessments; the FLKRS for kindergarten readiness, and the iReady Diagnostic to obtain a pre-reading benchmark. In addition, Kindergarten students take the iReady Diagnostic to obtain baseline math information. These results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention. We encourage private Pre-K programs to tour our school and provide field trips to feeder pattern secondary schools to help better prepare our future Kindergartners as well as our students entering middle school.

**College and Career Readiness**

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

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**

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

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

### Problem Analysis Summary

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Goal: If all teachers provide rigorous, differentiated and data-driven tiered instruction, then student achievement will increase in all core academic areas.
- G2.** If we utilize a school theme to build leaders and school unity for both teacher and student engagement, then we will increase our Insight and Gallup poll results.

## 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. Goal:** If all teachers provide rigorous, differentiated and data-driven tiered instruction, then student achievement will increase in all core academic areas. 1a

G071923

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	30.0
Math Achievement District Assessment	70.0
FCAT 2.0 Science Proficiency	66.0

**Resources Available to Support the Goal** 2

- 1. Classroom Teachers 2. District specialists 3. Reading Coach (Coaching Cycle/Lesson Study) 4. Reading Interventionist 5. Reading Materials 6. District Curriculum Guides and Assesments 7. RTI Intervention/Differentiation of Instruction 8. iReady/Achieve 3000 programs 9. Afterschool Reading Tutoring (Tuesday and Thursday) 10. Extended Day Computer Lab for Reading iReady 11. Interactive Journals

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack of understanding on how to effectively apply relevant student data and deliver Tier 2 differentiated instruction.

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

iReady  
Achieve 3000  
Informal and Formal Assesments  
Interactive Journals  
Module Assessments  
Tier 2 Data  
Lesson Plans  
Teacher made assessments

**Person Responsible**

Mariah Spassoff

**Schedule**

Monthly, from 9/17/2015 to 5/31/2016

**Evidence of Completion**

Student increase their reading level achievement/Lexile level.

**G2.** If we utilize a school theme to build leaders and school unity for both teacher and student engagement, then we will increase our Insight and Gallup poll results. 1a

G071924

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Staff	70.0
School Climate Survey - Student	

**Resources Available to Support the Goal** 2

- Administrative Support - Professional Development - Common Planning -Book Studies (student and teachers) -School Counselors -Student led groups - District specialists - District Curriculum guides -Surveys - Lesson Plans - Florida Item Specifications - Curriculum Resources (Second Step) - CPalms - Interactive Journal

**Targeted Barriers to Achieving the Goal** 3

- Lack in depth of understanding of alignment of school unity, leadership recognition, and high student engagement.

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

Student surveys, teacher surveys, student observations, focus groups

**Person Responsible**

Elena Riquelme

**Schedule**

Monthly, from 9/30/2015 to 6/3/2016

**Evidence of Completion**

Increase in student and teacher engagement, increase in student and teacher leadership

## 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.** Goal: If all teachers provide rigorous, differentiated and data-driven tiered instruction, then student achievement will increase in all core academic areas. **1**

 G071923

**G1.B1** Teachers lack of understanding on how to effectively apply relevant student data and deliver Tier 2 differentiated instruction. **2**

 B187541

**G1.B1.S1** Teachers will differentiate instruction through daily rotations as noted in the District Instructional framework. **4**

 S199038

### Strategy Rationale

Teachers lack understanding of available Tier 2 resources and appropriate use of those resources. Teachers are inconsistent with small group instruction.

### Action Step 1 **5**

Participate in Professional Development on how to implement the new curriculum and resources within the DCPS Instructional Framework as well Tier 2 instruction through common planning time, and weekly grade level meetings with coaching support.

#### Person Responsible

Mariah Spassoff

#### Schedule

Weekly, from 9/21/2014 to 5/31/2015

#### Evidence of Completion

Weekly PLC/common planning meetings with Reading Coach and Reading Interventionist, bi-weekly data meetings, and lesson plan and data notebook documentation. Resources Available to Support the Goal - District Specialists - Curriculum Guides and Assessments - Reading Coach - Reading Interventionist - Coaching Cycle/Lesson Study - Program Materials - i-Ready/Ready Common Core - Language Arts Florida Standards - FSA Test Items Specifications - Webb's Depth of Knowledge

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

All teachers will participate in professional development focusing on how to implement the DCPS Instructional Framework Model. I do, we do, you do. During daily common planning time/weekly grade level meetings, the Reading Coach will provide support, using the DCPS Coaching Cycle. The coach will document sessions and follow-up with administration during weekly Leadership Meetings in order to communicate needs within the school. Administration will monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional Framework.

**Person Responsible**

Mariah Spassoff

**Schedule**

On 5/29/2016

***Evidence of Completion***

Lesson Plans Agendas Data Logs

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

Lesson plans that include the DCPS Instructional Framework, classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, Coaching Cycle feedback forms.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2016

***Evidence of Completion***

CGAs iReady Achieve 3000

**G1.B1.S2** Implementation of new curriculum and materials with emphasis in grades 3-5 of FSA alignment of test item specifications. 4

 S199039

### **Strategy Rationale**

Teachers are utilizing new resources across all grade levels.

### **Action Step 1** 5

Provide professional development aligning new curriculum to test item specifications including the instructional shifts in literacy.

#### **Person Responsible**

Elena Riquelme

#### **Schedule**

Weekly, from 9/21/2015 to 5/31/2016

#### **Evidence of Completion**

Lesson Plans, Classroom Observations, Student Data, Classroom Assessments

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

All teachers will participate in weekly PD focusing on how to implement the DCPS Instructional Framework Model (I Do, We Do, You Do). During common planning, weekly grade level meetings, and early release trainings, the Reading Coach will provide support using the DCPS Coaching Cycle. The Reading Coach will document sessions and follow-up with administration during weekly Leadership meetings in order to communicate needs within the school. The Reading Coach and administration will also monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional Framework.

#### **Person Responsible**

Mariah Spassoff

#### **Schedule**

Weekly, from 10/24/2015 to 5/29/2016

#### **Evidence of Completion**

Lesson Plans, Agendas, Data Logs

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

Lesson plans that include the DCPS Instructional Framework, classroom walkthrough, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms.

**Person Responsible**

Mariah Spassoff

**Schedule**

Weekly, from 10/24/2015 to 5/29/2016

**Evidence of Completion**

CGAs, iReady, Achieve 3000

**G1.B1.S3** Literacy teachers will gain a better understanding of how to select and use complex text. 4

 S199040

**Strategy Rationale**

Teachers have difficulty choosing appropriate texts for rigorous instruction.

**Action Step 1** 5

Plan and implement lessons through a lesson study using complex texts and the continuum for determining text complexity incorporating high-order questioning and student-led discussions.

**Person Responsible**

Tracey Malone

**Schedule**

Monthly, from 10/19/2015 to 12/31/2016

**Evidence of Completion**

Student work/data, interactive journals, Classroom Observations, Lesson plans



**Action Step 2** 5

Incorporate writing-based performance tasks where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their answers.

**Person Responsible**

Tracey Malone

**Schedule**

Monthly, from 10/31/2015 to 12/31/2016

***Evidence of Completion***

Lesson Plans, Student work/data, Classroom Observations

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

All teachers will participate in PD related to how to select grade-level appropriate, complex text that provide rigor for all students. In grades 3-5, teachers will plan and implement lessons for novel studies that will promote opportunities for accountable talk. The Reading Coach will provide support to all teachers in selecting and using appropriate texts that are both rigorous and engaging to students. Administration will observe classroom instruction to monitor the implementation of using complex text in all classrooms. The assigned District Literacy Specialist will provide support as needed.

**Person Responsible**

Tracey Malone

**Schedule**

On 5/29/2016

***Evidence of Completion***

Lesson Plans, Observation Logs

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

Lesson plans (to include use of complex text/novel studies), classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms.

**Person Responsible**

Mariah Spassoff

**Schedule**

On 5/29/2016


**Evidence of Completion**

CGAs, iReady, Achieve 3000

**G2.** If we utilize a school theme to build leaders and school unity for both teacher and student engagement, then we will increase our Insight and Gallup poll results. 1

 G071924

**G2.B1** Lack in depth of understanding of alignment of school unity, leadership recognition, and high student engagement. 2

 B187542

**G2.B1.S1** Teachers will plan for and deliver instruction that is based on standards and/or specific course benchmarks and incorporate opportunities for student leadership. Students will experience increased engagement through these experiences. 4

 S199041

**Strategy Rationale**

Providing increased opportunities for student leadership creates greater student ownership and not only increases the engagement but also increases the achievement.

**Action Step 1 5**

Teachers will participate in common planning once a week to build content knowledge, unwrap the standards and review student work.

**Person Responsible**

Mariah Spassoff

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

- Lesson plan documentation -Teacher participation in book studies -Teacher leadership development

## Action Step 2 5

Teachers will participate in data chats with Administrators, other teachers and with students in order to determine goals and to help develop opportunities for students to lead as well as strategies for rigorous student engagement.

### **Person Responsible**

Mariah Spassoff

### **Schedule**

Weekly, from 8/24/2015 to 9/30/2016

### **Evidence of Completion**

Differentiated Lesson Plans

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

Reviewing of lesson plans; classroom observations; collaborative planning.

### **Person Responsible**

Mariah Spassoff

### **Schedule**

Biweekly, from 9/1/2015 to 6/3/2016

### **Evidence of Completion**

Lesson Plans, Agenda Minutes, Observations

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

Utilize common planning to build content knowledge and to review student work.

### **Person Responsible**

Susan Price

### **Schedule**

Weekly, from 9/1/2015 to 6/3/2016

### **Evidence of Completion**

Logs, Feedback Forms

**G2.B1.S2** School Employees will implement positive behavior support and recognition systems every day to encourage growth in leadership. 4

 S199042

### **Strategy Rationale**

If the students are recognized and appreciated, they will show effort and grow in all areas.

### **Action Step 1** 5

Usage of positive "gotcha" awards for individual students and positive paws for whole class awards, along with CHAMPs for expectations.

#### **Person Responsible**

Mariah Spassoff

#### **Schedule**

Daily, from 8/31/2015 to 6/10/2016

#### ***Evidence of Completion***

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

Daily recognition of students on the broadcast and as school assemblies as names are pulled from the collection of the "gotchas"

#### **Person Responsible**

Mariah Spassoff

#### **Schedule**

Daily, from 8/31/2015 to 6/10/2016

#### ***Evidence of Completion***

The slips of paper will be collected by the students that are caught doing good things.

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

The following student Gallup survey results will be compared to the previous year.

**Person Responsible**

Mariah Spassoff

**Schedule**

On 3/31/2016

**Evidence of Completion**

Analysis of data with a presentation of the findings to the stakeholders through presentations.

**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	Participate in Professional Development on how to implement the new curriculum and resources within the DCPS Instructional Framework as well Tier 2 instruction through common planning time, and weekly grade level meetings with coaching support.	Spassoff, Mariah	9/21/2014	Weekly PLC/common planning meetings with Reading Coach and Reading Interventionist, bi-weekly data meetings, and lesson plan and data notebook documentation. Resources Available to Support the Goal - District Specialists - Curriculum Guides and Assessments - Reading Coach - Reading Interventionist - Coaching Cycle/Lesson Study - Program Materials - i-Ready/Ready Common Core - Language Arts Florida Standards - FSA Test Items Specifications - Webb's Depth of Knowledge	5/31/2015 weekly
G1.B1.S2.A1	Provide professional development aligning new curriculum to test item specifications including the instructional shifts in literacy.	Riquelme, Elena	9/21/2015	Lesson Plans, Classroom Observations, Student Data, Classroom Assessments	5/31/2016 weekly
G1.B1.S3.A1	Plan and implement lessons through a lesson study using complex texts and the continuum for determining text complexity incorporating high-order questioning and student-led discussions.	Malone, Tracey	10/19/2015	Student work/data, interactive journals, Classroom Observations, Lesson plans	12/31/2016 monthly
G2.B1.S1.A1	Teachers will participate in common planning once a week to build content knowledge, unwrap the standards and review student work.	Spassoff, Mariah	8/24/2015	- Lesson plan documentation -Teacher participation in book studies -Teacher leadership development	6/3/2016 weekly
G2.B1.S2.A1	Usage of positive "gotcha" awards for individual students and positive paws for whole class awards, along with CHAMPs for expectations.	Spassoff, Mariah	8/31/2015		6/10/2016 daily
G1.B1.S3.A2	Incorporate writing-based performance tasks where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their answers.	Malone, Tracey	10/31/2015	Lesson Plans, Student work/data, Classroom Observations	12/31/2016 monthly

**Duval - 2301 - Beauclerc Elementary School - 2015-16 SIP**  
*Beauclerc Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Teachers will participate in data chats with Administrators, other teachers and with students in order to determine goals and to help develop opportunities for students to lead as well as strategies for rigorous student engagement.	Spasoff, Mariah	8/24/2015	Differentiated Lesson Plans	9/30/2016 weekly
G1.MA1	iReady Achieve 3000 Informal and Formal Assessments Interactive Journals Module Assessments Tier 2 Data Lesson Plans Teacher made assessments	Spasoff, Mariah	9/17/2015	Student increase their reading level achievement/Lexile level.	5/31/2016 monthly
G1.B1.S1.MA1	Lesson plans that include the DCPS Instructional Framework, classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, Coaching Cycle feedback forms.	Price, Susan	10/24/2015	CGAs iReady Achieve 3000	5/29/2016 one-time
G1.B1.S1.MA1	All teachers will participate in professional development focusing on how to implement the DCPS Instructional Framework Model. I do, we do, you do. During daily common planning time/weekly grade level meetings, the Reading Coach will provide support, using the DCPS Coaching Cycle. The coach will document sessions and follow-up with administration during weekly Leadership Meetings in order to communicate needs within the school. Administration will monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional Framework.	Spasoff, Mariah	9/17/2015	Lesson Plans Agendas Data Logs	5/29/2016 one-time
G1.B1.S2.MA1	Lesson plans that include the DCPS Instructional Framework, classroom walkthrough, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms.	Spasoff, Mariah	10/24/2015	CGAs, iReady, Achieve 3000	5/29/2016 weekly
G1.B1.S2.MA1	All teachers will participate in weekly PD focusing on how to implement the DCPS Instructional Framework Model (I Do, We Do, You Do). During common planning, weekly grade level meetings, and early release trainings, the Reading Coach will provide support using the DCPS Coaching Cycle. The Reading Coach will document sessions and follow-up with administration during weekly Leadership meetings in order to communicate needs within the school. The Reading Coach and administration will also monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional Framework.	Spasoff, Mariah	10/24/2015	Lesson Plans, Agendas, Data Logs	5/29/2016 weekly
G1.B1.S3.MA1	Lesson plans (to include use of complex text/novel studies), classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms.	Spasoff, Mariah	10/24/2015	CGAs, iReady, Achieve 3000	5/29/2016 one-time
G1.B1.S3.MA1	All teachers will participate in PD related to how to select grade-level appropriate,	Malone, Tracey	10/24/2015	Lesson Plans, Observation Logs	5/29/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	complex text that provide rigor for all students. In grades 3-5, teachers will plan and implement lessons for novel studies that will promote opportunities for accountable talk. The Reading Coach will provide support to all teachers in selecting and using appropriate texts that are both rigorous and engaging to students. Administration will observe classroom instruction to monitor the implementation of using complex text in all classrooms. The assigned District Literacy Specialist will provide support as needed.				
G2.MA1	Student surveys, teacher surveys, student observations, focus groups	Riquelme, Elena	9/30/2015	Increase in student and teacher engagement, increase in student and teacher leadership	6/3/2016 monthly
G2.B1.S1.MA1	Utilize common planning to build content knowledge and to review student work.	Price, Susan	9/1/2015	Logs, Feedback Forms	6/3/2016 weekly
G2.B1.S1.MA1	Reviewing of lesson plans; classroom observations; collaborative planning.	Spasoff, Mariah	9/1/2015	Lesson Plans, Agenda Minutes, Observations	6/3/2016 biweekly
G2.B1.S2.MA1	The following student Gallup survey results will be compared to the previous year.	Spasoff, Mariah	3/31/2016	Analysis of data with a presentation of the findings to the stakeholders through presentations.	3/31/2016 one-time
G2.B1.S2.MA1	Daily recognition of students on the broadcast and as school assemblies as names are pulled from the collection of the "gotchas"	Spasoff, Mariah	8/31/2015	The slips of paper will be collected by the students that are caught doing good things.	6/10/2016 daily

## 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.** Goal: If all teachers provide rigorous, differentiated and data-driven tiered instruction, then student achievement will increase in all core academic areas.

**G1.B1** Teachers lack of understanding on how to effectively apply relevant student data and deliver Tier 2 differentiated instruction.

**G1.B1.S1** Teachers will differentiate instruction through daily rotations as noted in the District Instructional framework.

### PD Opportunity 1

Participate in Professional Development on how to implement the new curriculum and resources within the DCPS Instructional Framework as well Tier 2 instruction through common planning time, and weekly grade level meetings with coaching support.

#### Facilitator

Reading Coach and Reading Interventionist

#### Participants

K-5 Literacy Teachers

#### Schedule

Weekly, from 9/21/2014 to 5/31/2015

**G1.B1.S2** Implementation of new curriculum and materials with emphasis in grades 3-5 of FSA alignment of test item specifications.

### PD Opportunity 1

Provide professional development aligning new curriculum to test item specifications including the instructional shifts in literacy.

#### Facilitator

District Specialists

#### Participants

K-5 Teachers

#### Schedule

Weekly, from 9/21/2015 to 5/31/2016



**G1.B1.S3** Literacy teachers will gain a better understanding of how to select and use complex text.

**PD Opportunity 1**

Plan and implement lessons through a lesson study using complex texts and the continuum for determining text complexity incorporating high-order questioning and student-led discussions.

**Facilitator**

Ms. Malone

**Participants**

K-5 Teachers

**Schedule**

Monthly, from 10/19/2015 to 12/31/2016

**PD Opportunity 2**

Incorporate writing-based performance tasks where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their answers.

**Facilitator**

Ms. Malone

**Participants**

K-5 Teachers

**Schedule**

Monthly, from 10/31/2015 to 12/31/2016

**G2.** If we utilize a school theme to build leaders and school unity for both teacher and student engagement, then we will increase our Insight and Gallup poll results.

**G2.B1** Lack in depth of understanding of alignment of school unity, leadership recognition, and high student engagement.

**G2.B1.S1** Teachers will plan for and deliver instruction that is based on standards and/or specific course benchmarks and incorporate opportunities for student leadership. Students will experience increased engagement through these experiences.

### **PD Opportunity 1**

Teachers will participate in common planning once a week to build content knowledge, unwrap the standards and review student work.

#### **Facilitator**

Leadership Team; Reading Coordinator

#### **Participants**

K-5 Teachers

#### **Schedule**

Weekly, from 8/24/2015 to 6/3/2016

### **PD Opportunity 2**

Teachers will participate in data chats with Administrators, other teachers and with students in order to determine goals and to help develop opportunities for students to lead as well as strategies for rigorous student engagement.

#### **Facilitator**

Leadership Team; Reading Coordinator

#### **Participants**

K-5 Teachers

#### **Schedule**

Weekly, from 8/24/2015 to 9/30/2016

**G2.B1.S2** School Employees will implement positive behavior support and recognition systems every day to encourage growth in leadership.

**PD Opportunity 1**

Usage of positive "gotcha" awards for individual students and positive paws for whole class awards, along with CHAMPs for expectations.

**Facilitator**

District Specialist from PBIS

**Participants**

K-5 Teachers

**Schedule**

Daily, from 8/31/2015 to 6/10/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Participate in Professional Development on how to implement the new curriculum and resources within the DCPS Instructional Framework as well Tier 2 instruction through common planning time, and weekly grade level meetings with coaching support.	\$0.00
2	G1.B1.S2.A1	Provide professional development aligning new curriculum to test item specifications including the instructional shifts in literacy.	\$0.00
3	G1.B1.S3.A1	Plan and implement lessons through a lesson study using complex texts and the continuum for determining text complexity incorporating high-order questioning and student-led discussions.	\$0.00
4	G1.B1.S3.A2	Incorporate writing-based performance tasks where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their answers.	\$0.00
5	G2.B1.S1.A1	Teachers will participate in common planning once a week to build content knowledge, unwrap the standards and review student work.	\$0.00
6	G2.B1.S1.A2	Teachers will participate in data chats with Administrators, other teachers and with students in order to determine goals and to help develop opportunities for students to lead as well as strategies for rigorous student engagement.	\$0.00
7	G2.B1.S2.A1	Usage of positive "gotcha" awards for individual students and positive paws for whole class awards, along with CHAMPs for expectations.	\$0.00
<b>Total:</b>			<b>\$0.00</b>