Mandarin Oaks Elementary School

2015-16 School Improvement Plan

Mandarin Oaks Elementary School

10600 HORNETS NEST RD, Jacksonville, FL 32257

http://www.duvalschools.org/moe

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	43%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	41%

School Grades History

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

Mandarin Oaks will provide students with engaging and challenging instruction in every classroom, for every student, every day.

Provide the school's vision statement

Mandarin Oaks will inspire and prepare every student for success through active engagement in quality educational opportunities.

School Environment

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

The student population of Mandarin Oaks Elementary consists of students from many different cultural backgrounds. We welcome diversity and embrace it within our core ELA curriculum. Teachers establish classroom learning environments that are based on kindness and respect. Every opportunity is made by the school staff to cultivate and foster a sense of community and belonging. Teachers are encouraged to reach out to parents and students before the beginning of each school year by notifying parents via postcard to invite them to attend Orientation during the week of Pre-Planning. This provides a time for teachers to meet students and parents and establish lines of communication. Some of our students who are originally from other parts of the world, leave our school during the year or prior to summer break, to return to their homeland to visit. Prior to their departure, teachers reach out to parents to determine return dates, provide academic work for some, and remind them of the next year's start date. After students return, teachers encourage those students to share their experiences during their time away and to share highlights from their trip through pictures, writing, and any artifacts they may have brought back. By encouraging students to share, teachers build curiosity, create a sense of respect for different cultures, and enrich the ethnic diversity of the entire class.

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

The Mandarin Oaks' Leadership Team has created an environment where all students feel valued, safe, and respected. In order to maintain this positive learning Character traits are taught as part of the reading curriculum. Students are also recognized each month by their teachers and peers for exhibiting the character trait of the month. Furthermore, students are constantly encouraged to work through their differences by meeting with the guidance counselor to discuss conflict/resolution strategies. The administrators and the guidance counselors have an open door policy which allows students to bring concerns to their attention. Student concerns are always addressed promptly with dignity and respect for all students involved.

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

Mandarin Oaks Elementary establishes behavioral expectations through the use of CHAMPs in the classrooms and the School- Wide Discipline Plan which establishes clear rules, regulations, and consequences for common areas in the school. This year Mandarin Oaks Elementary is implementing a school-wide positive behavior reward system called the High Flyers to encourage positive behaviors. High Flyers are students who have a positive attitude, show respect, act responsibly, and strive for success.

Each week students who demonstrate the High Flyer behaviors are given a ticket. High Flyer behaviors are identified by the classroom teacher and are not influenced by academic progress or homework. Every month each classroom teacher selects one winning ticket from his or her classroom jar, and that student receives a sweet treat from a member of the Leadership Team.

Mid-Year and End of the Year-conduct assemblies will be held for students with an "E" (K-2) or "A" (grades 3-5) in conduct. All students in the school will attend the assembly. Students who meet the report card requirement will stay after to receive a rewarding treat.

Beginning teachers are required to attend CHAMPs training provided by the District within the first few weeks of school. Teachers needing additional support with student behaviors are required to meet with administrators to develop classroom behavior systems and determine ways to keep students engaged during instructional time.

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

Mandarin Oaks participates in the Big Brothers/Big Sisters mentoring program with our neighboring high school. Kim's Open Door, a non-profit faith-based organization, also provides mentors for students. The school counselors also visit classrooms throughout the year to teach social skills lessons and they are available for individual or small group counseling, when needed. Because the administrators and the guidance counselor have an open door policy which allows students to bring concerns to their attention, student concerns are always addressed promptly with dignity and respect to all students involved.

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

Prior to the beginning of the school year, an Attendance Intervention Team is established to assist with excessive student absences and tardies. Beginning in September, the team identifies students with five or more absences and/or tardies each month and meets with parents to discuss the reason(s) for the student's absence and identifies strategies to improve the student's attendance/ tardies, such as alternative transportation, bus routes, referral to Extended Day for assistance with before/after school care.

Although the Code of Conduct is used to address student discipline, teachers refer the names of students that may be experiencing difficulty in the classroom to administrators after meeting with parents to make them aware of possible difficulties and discuss ways to proactively improve student behavior.

At the beginning of the school year, grade levels meet to review diagnostic data (ie:iReady, Achieve3000, Progress Monitoring Assessments, FCAT, FSA, etc.) and identify students who may need additional support.

At the end of each quarter, teachers provide the names of students receiving a grade of "D" or "F" in ELA, Math, or Science to their respective administrator.

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	4	9	5	5	10	1	34
One or more suspensions	4	2	1	1	2	1	11
Course failure in ELA or Math	2	3	2	5	4	4	20
Level 1 on statewide assessment	0	0	0	30	0	0	30

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

Indicator	Grade Level						Total
	K	**1**	**2**	**3**	**4**	**5**	
Students exhibiting two or more indicators	2	2	1	1	2	1	9

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

In order to improve student attendance and/or tardies, the parents of students who have five or more excused or unexcused absences and/or tardies are sent a letter requesting a conference to discuss reasons why the student has been absent and discuss best strategies to help improve student attendance and/or tardies, such as alternative transportation, possible bus routes, referral to Extended Day for assistance with before/after school care.

In an effort to decrease the number of student suspensions, administrators take an active role to address student behavior. During the first week of school, administrators meet with students on every grade level to go over school-wide expectations for behavior and consequences for misbehavior are also reviewed. Teachers are required to implement CHAMPS in and out of the classroom and establish and maintain effective rituals and routines.

If a student misbehaves and the behavior warrants something beyond a mild misbehavior form or exhibits a misbehavior of a more severe nature, the parents are immediately contacted for a parent/teacher/administrator conference. During the conference, the participants work collaboratively to create strategies for the student to improve his/her behavior and to come up with possible behavioral interventions.

Teachers will submit the names of students that may be experiencing difficulty in the classroom to administrators after meeting with parents to make them aware of possible difficulties and discuss ways to improve student behavior. Then administrators and teachers meet to discuss possible interventions. Students may also be assigned a mentor if the parent agrees. If the student receives a referral, then the Code of Conduct will be used to assign consequences. If inappropriate behavior continues, then a conference with the parents is requested and held to discuss interventions and ways to improve student behavior. If necessary, students and parents will be referred to Student Option for Success.

It is our goal to be proactive with students who have failed an ELA, Math, or Science course by meeting with these students daily during MTSS. Students scoring a level 1 and level 2 on statewide assessments, and students that "fall far below" on the Achieve3000 initial diagnostic will participate in MTSS as well. Teachers will also be required to meet with these students daily during small group instruction, providing scaffolded, explicit instruction.Tutoring will be offered before, during, and after 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 overall goal is to increase parent support and involvement. Parent involvement includes joining PTA, SAC, or by participating or volunteering in school events such as assisting in the classroom during the school day, PTA meetings, SAC meetings, Literacy Night, Math Night, and STEAM Night. These subject area "Nights" provide educational opportunities for parents to learn about the various aspects of the curriculum and strategies for helping their children at home. Parents and students who attend are exempt from homework for that evening. When possible, low cost dinner options are offered at these events.

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

The school recruits and sustains partnerships within the community to support the school and student achievement. Prior to the start of the school year, the Volunteer Liaison identifies specific school needs and contacts various businesses to determine if cash donations or in-kind donations such as, mentoring, incentives for students (ie:gift cards, certificates, coupons, etc), host events, or school beautification can be provided by the business. If a business agrees to form a partnership with the school, then the Volunteer Liaison and the business owner meet to review and complete the Business Partner Agreement. As a token of the school's appreciation, the business partner's name and/or business is displayed in the school newsletter or marque with words of gratitude.
In addition to the school's business partner, the school maintains an active relationship with the Parent Teacher Association (PTA) to routinely recruit volunteers as well as goods and services for the school. Our current business partners are Champions Gymnastics Club, Premier Athletics, Red Lobster, and Cabana Grill.

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
Carson, Patti	Principal
Grover, Mychelle	Assistant Principal
Bodin, Marjorie	Instructional Coach
Russo, Sara	Assistant Principal

Duties

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

Patricia Carson – Principal?
Ms. Carson provides a common vision and mission for the school by setting rigorous expectations, managing classroom instruction in implementing the new curriculum, monitoring lesson plans, and evaluating teachers by completing informal and formal evaluations to promote student academic learning and growth. In an effort to improve teaching and learning, the principal meets monthly with all stakeholders (ie: SAC, PTA, Steering Committee) to discuss and make decisions that involve all parties affected by the teaching and learning process.

Mychelle Grover and Sara Russo – Assistant Principal?s
In addition to managing the daily operations of the school, both assistant principals are proactive at analyzing data, managing curriculum, monitoring lesson plans, and evaluating teachers by completing both informal and formal evaluations to encourage quality instruction and thus, promote student academic learning. The assistant principals also provide information to the teachers and students about school-wide and class room behavior programs and also follow through with students who misbehave. When dealing with students with specific behavioral concerns, they may participate in behavioral data collection, collaborate with teachers and staff to implement behavioral intervention, and provide professional development to faculty and staff working with students experiencing difficulty.

Marjorie Bodin--Literacy Coach?
As an active participant in the Leadership Team, Mrs. Bodin participates in classroom walk-throughs and follows up by providing suggestions to administrators on improving individual teacher instruction. Although she can not evaluate teachers due to her current position, she often provides individual teachers with assistance and suggestions for improvement. Mrs. Bodin analyzes assessment data with the Leadership Team to assist in determining teacher effectiveness. During PLCs she provides guidance and support to assist teachers in building capacity and effectiveness to deliver classroom instruction with our new core curriculum. During Professional Learning Community trainings, she directs teachers in lesson planning, comparing student work, conducting data digs utilizing assessment data, developing differentiated groups for centers, and creating assessments. Mrs. Bodin also develops or brokers technology necessary to manage and display data and technical support to teachers and staff regarding data management and display.

Nicole Critch - ESE Coordinator
Mrs. Critch's role on the Leadership Team is to serve as the liaison among our self-contained ESE population, resource ESE population, and the administration. Mrs. Critch keeps the Leadership Team informed of district wide policy changes regarding services for ESE Students. She also receives and reviews all data regarding student achievement on all State and District Alternate assessments. Additionally, she is the liaison between staff/ parents and keeps administration informed of all parent concerns and compliments regarding our programs. Nicole is responsible for communicating relevant information with all teachers and therapists to ensure we are following the current district policies. She serves as the LEA for the majority of the IEP's in our school and is responsible for checking IEP's for alignment and legal compliance. Our ESE Coordinator is also responsible for preparing for District and FTE Audits.

Pam Kibler and Taylor Madden – School Counselors
?Mrs. Kibler and Ms. Madden provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provide consultation services to general and special education teachers, parents, and administrators; provide group and individual student interventions; and conduct direct observation of student behavior.

Andrea Novak - Shared Decision Making Chairperson
Mrs. Novak develops Shared Decision Making Committee Agendas (Steering Committee) for the monthly meetings. She facilitates the meetings through discussions of issues such as school budget, instructional responsibilities of teachers, behavior of students, work environment, the school culture, and any others that might be brought up. In between meetings, she often works with the principal to

prioritize needs of faculty and staff while serving as a liaison between teachers and the administration..

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 continually reviews and analyzes resources in order to meet the needs of all students. Prior to the school year, the Principal and the entire Leadership Team reviewes the Achieve3000 and iReady data, as well as the FCAT 2.0 Science scores to determine AMO targets, identify students in the lowest 20%, and overall strengths and weaknesses. Additional resources such as interventionists and tutors, technological materials, supplemental materials, and business partners used the previous year, are evaluated to determine effectiveness and availability for the 2015-2016 school year. If new supplemental materials, mentors, interventionists/tutors or other resources are needed, then the needs are discussed by the Leadership Team for the Principal to determine if funds are available to cover the cost in the school budget, School Improvement Funds, or SAI funds. If the Principal determines that the needs are consistent with funding guidelines for SIP funds, a request form will be filled out and signed by the Principal. During the next SAC meeting, the Request for Funds Form is presented and the request is made by the Principal. Each year the Principal also makes funds requests for specific items, when the PTA asks for her suggestions on how to best spend the money raised that year through fund-raising activities.
Supplemental Academic Instruction (SAI) funds, will be utilized to provide part-time Interventionists and materials to increase the level of proficiency for students that are not meeting pre-identified Lexile levels on Achieve3000 and iReady. The interventionists will provide push-in and some pull-out services for students in reading in grades 4/5. They will also provide TIER 3 interventions for students requiring additional support.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Patricia Carson	Principal
Chris Johnson	Parent
Missy Carter	Parent
Kayla Gothier	Parent
Marjorie Bodin	Education Support Employee
Angela Hamilton	Parent
Darrick Seymore	Parent
Maria Lowney	Parent
Mattie Davis	Teacher
Natalya Levitsky	Parent
Erica Eslinger	Parent
Jason Chapple	Parent
Heather Kenney	Parent
Margo Crafton	Business/Community
Tammy Castro	Business/Community

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 reviewed the 2014-2015 School Improvement Plan during the February SAC meeting when the Mid-Year Stakeholder Report was presented. The Mid-Year Stakeholder Report provided assessment data and showed members the student's progress towards meeting the school improvement goals for reading, math, writing, and science.
On September 25th, a group of SAC and PTA members met to evaluate last year's school improvement plan and assist with the development of this year's school improvement plan. The group determined that the overall goal to increase parent support and involvement was met. PTA membership remained the same from the 2014-2015, which is 300 parents. Parent sign-in sheets also revealed the attendance at Literacy Night decreased;however, the Math Night and Science Night were combined into STEAM Night and attendance was record breaking. More than three hundred parents and students attended STEAM Night.

Development of this school improvement plan

To assist with the development of the school improvement plan, teachers worked in sub committees by content area to create a list of strategies and barriers.
On September 25th, after the evaluation of last year's school improvement plan, the committee of parents began the development of this year's school improvement plan. The committee created a list of ideas, goals, strategies, and barriers and the information from the committee of teachers was shared and compared with information complied by the parent committee.
Ironically, both groups identified the same strategies and barriers. The parent committee decided on the goal
and discussed ways to promote education and recommended activities to the principal. The completed School Improvement Plan will be presented at the October SAC meeting.

Preparation of the school's annual budget and plan

Although the District uses the Staff Allocation Model, the principal reviewed and shared the school budget with SAC members during the both the May 2015 and September SAC meeting. The principal explained the FTE, and number of positions allocated for classroom teachers and resource teachers. The principal also shared positions generated to support additional academic needs of students, such as tutors and interventionist positions.

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

In March 2015, administrators and the instructional coach compiled a list of materials needed to support the implementation of the Florida Standards. Among this list of items were technological materials needed to increase levels of engagement throughout classrooms. Realizing the need to increase both engagement and technology, the School Advisory Team voted to purchase MimioTeach interactive whiteboard systems for classrooms.

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
Bodin, Marjorie	Instructional Coach
Carson, Patti	Principal
Grover, Mychelle	Assistant Principal
Russo, Sara	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) works to implement the new Duval Reads and the instructional framework in all literacy blocks as well as works to increase the use of complex and informational texts in the classroom on a daily basis. The goal of the LLT is to ensure the implementation of the new Duval Reads in all ELA classrooms with fidelity. This is done through constant collaboration of ELA teachers both within and across grade levels to review best practices. A student focused goal of the LLT is to promote a love for reading and provide the support and assistance needed to maximize student achievement. Team members model best practices and provide professional development that allows teachers the opportunity to incorporate research-based instructional strategies in their classroom.

Public and Collaborative Teaching

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

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

Mandarin Oaks Elementary provides several opportunities each week for teachers on all grade levels to work collaboratively. One day a week each grade level meets with the literacy coach for professional learning community. During this time, teachers analyze data to drive instruction, review district

curriculum guides, and create student lessons that are engaging and rigorous. Mentor teachers are assigned to help new teachers become acclimated to the faculty, and become comfortable with the school. When teachers are assigned to new grade levels, support is provided to that teacher by the veteran members of the grade level. Teacher's personal and professional accomplishments are celebrated at each faculty meeting. Teachers are celebrated daily during Teacher Appreciation Week.

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

Mandarin Oaks Elementary takes great pride in its teachers and works proactively to retain their services and recruit those who are highly qualified. Mandarin Oaks works collaboratively with the University of North Florida to host literacy interns, pre-interns obtaining field experience, and student teachers finalizing their course of study to become full-time certified and ESOL endorsed teachers. By doing this, our school has the opportunity to recruit teachers with current research-based training and those who are already familiar with our students and programs.

In order to maintain our highly qualified teachers, Mandarin Oaks provides continuous support to its staff. On the first day of school, all new faculty members meet with administrators to receive new teacher handbooks, pertinent information, and training to assure a successful school year. In addition, all new teachers are partnered with a veteran and highly qualified teacher to serve as their mentor and work hand-in-hand with them throughout the year to create a smooth transition. Marjorie Bodin, our literacy coach and professional development facilitator, leads the Mentoring and Induction for Novice Teachers (MINT) program for teachers with 3 or fewer years of service as well as those experienced teachers who are in need of additional support. MINT program participants have regularly scheduled meetings each month to review district expectations and to address the needs and concerns of our novice teachers. All teachers are given the opportunity to observe their peers and participate in professional learning communities. This allows all teachers to grow and develop effective and highly-effective instructional practices. Professional development opportunities in current research-based methods are provided for all faculty members to enhance continuity and create highly-qualified teachers.

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

Beginning teachers as well as experienced teachers in need of improvement or new to Mandarin Oaks are paired with an effective or highly effective teacher to be their mentor. Mentors and mentees are paired according to subject and /or grade commonalities. The mentor teacher and mentee work together through all steps of the MINT program. The MINT program is coordinated by the professional development facilitator. All participants in the MINT program meet on the first Wednesday afternoon of every month to discuss needed training, resources, focus observations, and district expectations. All teachers are provided with continuous support for modeling best practices, resources to enhance instructional delivery, and professional development to improve classroom management as well as develop highly qualified teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The leadership team of Mandarin Oaks Elementary works closely with all academic departments within DCPS to ensure that teachers are following the district designed curriculum guides, which provide thorough direction of Florida Standards, including best practices and materials to implement

our new standards. The Leadership team observes classrooms on a weekly basis to determine if lessons taught align with the requirements of the LAFs and MAFs. Lessons are also observed for implementation of response mechanisms as indicated by the FSA Item Specifications. Teachers needing support with implementation of standards are referred to the school's instructional coach, and school wide overarching areas of concern are addressed in weekly PLCs. Once areas of concern have been addressed and steps of action identified, the Leadership team once again observes to ensure that improvements are made to ensure quality instruction.

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

The Leadership Team reviews District and State assessment data to ensure that students are assigned to teachers who can best differentiate instruction to meet their needs and establish relationships with the students. Within Professional Learning Communities, teachers review data with a member of the leadership team and look for trends, strengths, and areas of improvement. Assessments are also designed to meet the needs of the Florida Standards. Once data is reviewed, teachers work collaboratively to develop individualized activities that best meet the needs of students. Students work in small differentiated learning groups at their level, and instruction is scaffolded to support students as they work towards mastery of the Florida Standards. MTSS time is individualized by all grade levels to provide support or enrichment for students. Students with disabilities are provided additional support from Varying Exceptional Education Teachers to address their areas of concern.

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: Before School Program

Minutes added to school year: 1,080

The students scoring level 1 and level 2 on the previous year's FSA will be encouraged to attend before and/or after school tutoring. Students identified as 'falling far below' on Achieve3000 Level Set are also targeted for enrichment. The tutoring sessions are before and/or after school.

Strategy Rationale

Assessment data of many of the students revealed that the students need more practice with strengthening reading skills. Students will also benefit from small group instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bodin, Marjorie, bodinm@duvalschools.org

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

Students will utilize Ready Florida Standards Reading Program by Curriculum Associates for tutoring. This curriculum includes a pre/post test to measure student growth.

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 faculty and staff at Mandarin Oaks Elementary work hard to ensure that elementary transitions for students are successful. In order to prepare incoming parents and students for kindergarten, the school works closely with PTA to host the Kindergarten Round Up. This event is advertised by making all local child care facilities and pre-kindergarten providers aware of dates and times through phone calls and flyers for parents. During this event, parents are given tours of our kindergarten classrooms and school facilities. Each kindergarten teacher attends and provides parents with strategies to help our prospective students transition from the daycare setting to a full school day. Child Care Facilities in the area also schedule field trips to the school to allow preschool children to tour the school.

In order to transition fifth grade students to middle school, a middle school counselor visits the school to inform students of the various activities and electives available in middle school. Field trips are scheduled to middle schools within our feeder pattern. Fifth grade students are accompanied by the school counselor and are given a tour of the middle school campus. Students then meet with the middle school counselors and discuss available elective classes as well as student expectations for middle school.

In addition to supporting students transitioning to kindergarten and sixth grade, in January and February, the school will offer tours to invite perspective kindergarten thru fifth grade students and their parents to visit the school to gain an understanding of the Accelerated Learning Academy.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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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 we increase our students' ability to analyze, comprehend, and respond to complex texts, then we will increase student achievement on the English Language Arts FSA..

G2.   If we increase student understanding of the correlation between scientific investigations and concepts, then we will increase student achievement on the Science FCAT 2.0.

G3.   If we increase our students' ability to demonstrate understanding of mathematical concepts through computation and natural language response, then we will increase student achievement on the Mathematics FSA.

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 we increase our students' ability to analyze, comprehend, and respond to complex texts, then we will increase student achievement on the English Language Arts FSA.. `1a`

🔍 G071928

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	87.0

Resources Available to Support the Goal `2`

- Duval Reads - Core Knowledge and Expeditionary Learning

- Science Leveled Readers

- K-2 Lucy Calkins Units of Study in Opinion, Narrative, and Informational Writing

- Close Reading Baskets

- Literacy Coach

- Super Science, National Geographic magazines, Time for Kids

- Making Words and other vocabulary resources

- Achieve3000 online computer program for grades 3-5

- iReady Reading online computer program for grades K-3

- H.M. Leveled Readers

- TTS

- Reading A to Z

Targeted Barriers to Achieving the Goal `3`

- Lack of student engagement

- Effectively utilizing informational texts in small group instruction

- Implementation of new Duval Reads core curriculum

Plan to Monitor Progress Toward G1. `8`

Achieve3000 Usage and Performance Data,
iReady Usage and Performance Data,
Lexile Level Adjustments,
Reading Incentive Charts,
Small Group Lesson Plans,
Weekly PLC Attendance

Person Responsible
Patti Carson

Schedule
Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion
Classroom Reading Charts, iReady Reading Diagnostic Scale Score & Usage Reports, Achieve 3000 Usage Reports & Lexile Levels, 2016 FSA Scores English Language Arts, Classroom observations, Lesson Plans

G2. If we increase student understanding of the correlation between scientific investigations and concepts, then we will increase student achievement on the Science FCAT 2.0. 1a

🔍 G071929

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal 2

- PTA General Fund
- Vertical Planning
- Trainings
- Peer Data Talks
- Science Buddies
- Science Leveled Readers

Targeted Barriers to Achieving the Goal 3

- Effective Teacher Training

Plan to Monitor Progress Toward G2. 8

Teacher Assessment Data
PMA Data

Person Responsible
Patti Carson

Schedule
Quarterly, from 9/15/2015 to 6/3/2016

Evidence of Completion
PMA Data showing improvement from PMA Baseline, FCAT Science scores, Classroom walkthroughs, Informal/formal observations

Plan to Monitor Progress Toward G2. 8

Science lessons will be observed.

Person Responsible
Patti Carson

Schedule
Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion
PMA Data showing improvement from PMA Baseline, FCAT Science scores, Informal/formal observations, Classroom walk throughs

Plan to Monitor Progress Toward G2. 8

Interactive science journals and/or student work

Person Responsible
Sara Russo

Schedule
Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion
Students will show evidence of improved writing, Student classwork will show evidence of connection to science experiments, Informal/formal observations, Classroom walk throughs

G3. If we increase our students' ability to demonstrate understanding of mathematical concepts through computation and natural language response, then we will increase student achievement on the Mathematics FSA. `1a`

Targets Supported `1b`

G071930

Indicator	Annual Target
AMO Math - All Students	87.0

Resources Available to Support the Goal `2`

- CPALMs MEAs

- iReady and Ready Tool Teacher Toolbox

- District Specialist

- Manipulatives

Targeted Barriers to Achieving the Goal `3`

- Limited access to technology to implement blended learning activities.

- Time to implement core instruction.

- Lack of materials and time for implementation of student centers with fidelity.

Plan to Monitor Progress Toward G3. `8`

Lesson plans
informal/iformal observations,
classroom walk-throughs,
iReady data,
PMA data

Person Responsible

Patti Carson

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Student proficiency performance on 2016 FSA Math assessment, Weekly data showing improvement on blended learning usage, Classroom walkthroughs indicating implementation of the Pillars of Excellent Instruction in math

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 we increase our students' ability to analyze, comprehend, and respond to complex texts, then we will increase student achievement on the English Language Arts FSA.. `1`

🔑 G071928

G1.B1 Lack of student engagement `2`

🔑 B187562

G1.B1.S1 Implement school-wide reading incentive. `4`

🔑 S199052

Strategy Rationale

Providing motivational incentives will encourage students and increase reading stamina.

Action Step 1 `5`

Create school wide reading incentive program: Worming Our Way Through Books

Person Responsible

Marjorie Bodin

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Classroom charts, school bookworm display, classroom observations

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

Create school wide reading incentive program: Worming Our Way Through Books

Person Responsible

Marjorie Bodin

Schedule

Quarterly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Classroom reading charts, worm bodies on classroom walls, quarterly grade level class winners

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

Lesson plans,
classroom walk-throughs,
formal/informal observations,
PLC agenda and attendance sheets,
classroom display

Person Responsible

Patti Carson

Schedule

Quarterly, from 10/20/2015 to 6/3/2016

Evidence of Completion

Achieve3000 usage reports, iReady usage reports, 2016 FSA English Language Arts, 2016 FCAT 2.0 Science

G1.B1.S2 Transition from teacher-led classroom lessons to lessons driven by students engaged in meaningful conversation. 4

🔑 S199053

Strategy Rationale

Allowing students to read and discuss lessons to share thoughts and ideas will increase student engagement.

Action Step 1 5

Provide teachers with professional development training on student engagement activities and tools.

Person Responsible

Marjorie Bodin

Schedule

Quarterly, from 9/15/2015 to 6/3/2016

Evidence of Completion

PD attendance sheet, lesson plans, classroom artifacts

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

Participate in professional development opportunities to learn various student engagement strategies to increase on-task behavior and learning.

Person Responsible

Marjorie Bodin

Schedule

Quarterly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Professional development agenda/minutes, PowerPoints, lesson plans, posters, student Interaction during formal/informal observations

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

Lesson plans,
classroom walk-throughs,
coaching cycle feedback forms

Person Responsible

Marjorie Bodin

Schedule

Quarterly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Effective student engagement during formal/informal observations, student driven instruction

G1.B2 Effectively utilizing informational texts in small group instruction `2`

`B187563`

G1.B2.S1 Integrate Achieve3000 stretch articles in teacher-led small group instruction. `4`

`S199054`

Strategy Rationale

Using Achieve3000 stretch articles will provide students with exposure to grade level rigorous material and provide teachers with meaningful and accessible materials.

Action Step 1 `5`

Teachers will use the stretch articles provided for the weekly Achieve3000 lessons in small group instruction.

Person Responsible

Marjorie Bodin

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Small group instruction lesson plans, classroom walk-throughs, informal/formal observations, Achieve3000 lessons passed

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

Monitor small group instruction plans, Achieve3000 usage, and lessons passed.

Person Responsible

Marjorie Bodin

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Lesson plans, student work samples, Achieve3000 usage and lessons, classroom walk-throughs, formal/informal observations

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

Lesson plans,
classroom walk-throughs,
Formal/Informal observations,
usage reports for Achieve3000,
FSA results

Person Responsible

Patti Carson

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Usage report for Achieve3000, increased Lexile levels, 2016 FCAT 2.0 Science, 2016 FSA English Language Arts

G1.B2.S2 Purchase small group theme based informational text sets to utilize in small group instruction.
4

S199055

Strategy Rationale

Using complex informational texts based on the Duval Reads module themes will build knowledge and vocabulary will improve student comprehension and understanding of complex texts.

Action Step 1 5

Teachers will attend training on the new computer program Acheive3000, and implement the use of the program into their reading center rotations.

Person Responsible

Marjorie Bodin

Schedule

Daily, from 10/1/2015 to 6/3/2016

Evidence of Completion

Professional development sign-in sheet, Achieve 3000 usage reports, Lexile adjustments

Action Step 2 5

With assistance from media specialist, small group sets of informational texts will be purchased and utilized by teachers in small group instruction.

Person Responsible

Patti Carson

Schedule

Daily, from 9/15/2015 to 6/3/2016

Evidence of Completion

Purchase order, small group book sets, small group instruction lesson plans

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

Utilize small group text sets that align with the themes of Duval Reads modules.

Person Responsible

Marjorie Bodin

Schedule

Daily, from 9/15/2015 to 6/3/2016

Evidence of Completion

Small group lesson plans, purchase order for text sets

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 [7]

Lesson Plans,
Classroom walk-throughs,
formal/informal observations,
center rotations

Person Responsible

Patti Carson

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Small group instruction lesson plans, 2016 FSA English Language Arts, Achieve3000 Level
Set

G1.B3 Implementation of new Duval Reads core curriculum 2

🔍 B187564

G1.B3.S1 Collaboratively meet in weekly Professional Learning Communities to discuss lesson timing and components. 4

🔍 S199056

Strategy Rationale

Teachers will be able to share ideas and plan to ensure the completion of the core lesson.

Action Step 1 5

Teachers will meet weekly in grade level PLCs.

Person Responsible

Marjorie Bodin

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

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

Coach will host weekly PLCs for each grade level to review and discuss core curriculum.

Person Responsible

Marjorie Bodin

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

PLC agendas, Attendance sheets, Lesson Plans

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

Meet weekly in PLCs and collaboratively dissect lessons to identify areas of focus.

Person Responsible

Patti Carson

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

PLC agendas, Attendance Sheets, Lesson Plans, FSA 2016 scores

G1.B3.S2 Utilize the UBD (Understanding by Design) method of beginning with the end in mind to identify intended goals and learning targets. `4`

🔑 S199057

Strategy Rationale

By identifying what students must be able to do upon completion of the lesson/module, teachers can more effectively instruct students with the strategies and skills needed to obtain mastery.

Action Step 1 `5`

Teachers will collaboratively meet in weekly PLCs to review assessments and the strategies/skills needed to meet mastery.

Person Responsible

Marjorie Bodin

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

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

Teachers will review the lesson modules and make annotations.
Assessments for Mid and End of Module will be reviewed to guide instruction and lessons taught.

Person Responsible

Marjorie Bodin

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Weekly PLC Agendas, Attendance Sheets, Lesson Annotations

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

Teachers will review the lesson modules and make annotations.
Assessments for Mid and End of Module will be reviewed to guide instruction and lessons taught.

Person Responsible

Marjorie Bodin

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Weekly PLC Agendas, Attendance Sheets, Lesson Annotations

G2. If we increase student understanding of the correlation between scientific investigations and concepts, then we will increase student achievement on the Science FCAT 2.0. [1]

🔑 G071929

G2.B5 Effective Teacher Training [2]

🔑 B187569

G2.B5.S1 Implement aligned investigations in lessons on a bi-weekly basis. [4]

🔑 S199062

Strategy Rationale

Connect investigations to content.

Action Step 1 [5]

All K-5 teachers will implement aligned investigations.

Person Responsible

Sara Russo

Schedule

Biweekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Lesson plans, informal/formal observations, classroom observations

Action Step 2 [5]

Provide training to increase teacher content knowledge in science.

Person Responsible

Sara Russo

Schedule

Quarterly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Professional development agenda and attendance sheet, lesson plans, informal/formal observations, classroom observations

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

Implementation of interactive journals in science will be monitored.

Person Responsible

Sara Russo

Schedule

Biweekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Student science interactive journals

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

Science Lessons with aligned investigations

Person Responsible

Patti Carson

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Lesson plans, science interactive journals, formal/informal observation, PMA data

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

Professional Development

Person Responsible

Sara Russo

Schedule

Quarterly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Effective and engaging lessons, lesson plans, formal/informal observations, PMA data

G2.B5.S2 Professional Development 4

S199063

Strategy Rationale

Increase teacher content knowledge

Action Step 1 5

Teachers will collaboratively meet and plan weekly for effective instruction.

Person Responsible

Sara Russo

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

PLC agenda and attendance sheets, lesson plans, informal/formal observations, classroom observations

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

Weekly PLC Meeting Agenda

Person Responsible

Sara Russo

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Lesson plans, interactive journals

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

Lesson Plans

Person Responsible

Patti Carson

Schedule

Quarterly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Meeting minutes, lesson plans, interactive journals

G3. If we increase our students' ability to demonstrate understanding of mathematical concepts through computation and natural language response, then we will increase student achievement on the Mathematics FSA. `1`

🔑 G071930

G3.B1 Limited access to technology to implement blended learning activities. `2`

🔑 B187570

G3.B1.S1 Utilize PLC time to meet collectively as a grade level to discuss equitable use of technology `4`

🔑 S199064

Strategy Rationale

By meeting and planning collectively, teachers can discuss available technology, and develop a plan to ensure that technology is shared equitably among each grade level.

Action Step 1 `5`

Meet together during PLCs to analyze data and discuss the effectiveness of blended learning.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Lesson plans, iReady results, PLC meeting minutes

Action Step 2 `5`

Monitor classrooms to ensure blended technology is incorporated into the mathematics block.

Person Responsible

Patti Carson

Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Administrative feedback forms, iReady data

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

Administrators will be present for the majority of common planning sessions to provide feedback and guidance.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Develop and maintain a calendar for common planning.

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

Support teacher(s) needs based on blended learning usage. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional needs.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

CAST, PD calendar, feedback forms for observation, previous SIP documents.

G3.B1.S2 Collaboratively discuss the instructional framework of the mathematics block within each grade level to determine best opportunities for implementation of technology/blended learning. 4

🔑 S199065

Strategy Rationale

By dissecting the requirements of the mathematics instructional time, teachers will determine best times to implement technology to ensure best practices are implemented.

Action Step 1 5

Teachers will discuss the components of the instructional framework of the mathematics block during PLCs and the requirements for each component.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Teacher lesson plans will reflect all components of the instructional framework.

Action Step 2 5

Teachers will serve as models for peers for exemplar implementation of components of the instructional framework for mathematics.

Person Responsible

Mychelle Grover

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Teacher reflection of classroom visits

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

Teachers will submit feedback/reflection forms after visiting classrooms, and adjustments will be made based on reflections.

Person Responsible

Mychelle Grover

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Reflection forms, lesson plans reflecting components of the instructional framework.

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

Provide support by administration when visiting classroom, immediate feedback after lesson component observations.

Person Responsible

Mychelle Grover

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Feedback forms, lesson plans reflecting components of the instructional framework.

G3.B1.S3 Weekly monitoring of blended learning data. 4

S199066

Strategy Rationale

By monitoring blended learning data weekly, teachers and administration can determine if there is a cohesive balance of teacher instruction and implementation of technology. Adjustments will be made according to the data.

Action Step 1 5

Pull mathematics iReady data

Person Responsible

Mychelle Grover

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Data that shows improvement in math skills.

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

Teacher iReady data will be pulled to ensure constant rotation of students and use of program with fidelity.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

iReady data

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

Weekly dissection of individual teacher iReady data.

Person Responsible

Patti Carson

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Weekly iReady mathematics data.

G3.B2 Time to implement core instruction. 2

🔑 B187571

G3.B2.S1 Meet collaboratively to discuss time requirements of the instructional framework of the mathematics block. 4

🔑 S199067

Strategy Rationale

If teachers are aware of the time requirements of the mathematics block, each component can be implemented with fidelity.

Action Step 1 5

During PLCs, teachers will reflect on the components of the instructional framework for math, and discuss best practices to ensure all components are included in the mathematics block.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Student work, student journal entries, teacher lesson plans, PLC agendas and minutes.

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

Weekly attendance during PLCs to ensure teachers are monitoring time requirements of the mathematics block.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Teacher reflection forms, student work, student journal entries

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

Teachers will meet with the school leadership team to determine effectiveness of the implementation of the instructional framework. Also, teacher lesson plans will be reviewed each week to ensure planning for all components of the mathematics block.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Specific planning for core instruction, small group activities, and blended learning in teacher lesson plans, evidence of core instruction, and small group activity participation in student journals and student work posted in classroom.

G3.B3 Lack of materials and time for implementation of student centers with fidelity. [2]

G3.B3.S1 Create a Math Materials Board for teachers to share materials. [4]

Strategy Rationale

Teachers will spend less time and resources developing centers by sharing center ideas.

Action Step 1 [5]

Create a Math Materials Board for teachers to check-out and share materials.

Person Responsible

Mychelle Grover

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Math Materials Board and Check out Log

Plan to Monitor Fidelity of Implementation of G3.B3.S1 [6]

Teacher Created Math Materials Board in the teachers' mail room.

Person Responsible

Mychelle Grover

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Board will show evidence of use, and there will be a log of materials exchanged.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Teachers utilizing the math materials board to create aligned and differentiated center activities.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Math center rotations, differentiated centers, lesson plans, informal/formal observations

G3.B3.S2 Provide grade level and vertical articulation planning to identify specific grade level skills and concepts needed to address new FL State Standards and types of questions. 4

S199069

Strategy Rationale

Teachers will have an opportunity to collaborate and become familiar with grade level skills and concepts.

Action Step 1 5

Teachers will meet to discuss math concepts, progressions, and best practices as outlined in the Florida State Standards.

Person Responsible

Mychelle Grover

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

PLC minutes, early release agenda

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

Administrators will attend meetings to monitor and ensure materials and resources are available.

Person Responsible

Mychelle Grover

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Meeting agenda and minutes, attendance sheets

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Students will show progress on iReady, PMA Assessments, and FSA.

Person Responsible

Patti Carson

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

iReady scores, PMA assessments, 2016 Math FSA

G3.B3.S3 Teachers will work collaboratively to ensure center activities implemented during center rotations are data driven and developed to align with Florida Standards. 4

🔑 S199070

Strategy Rationale

Teachers will identify centers that align with Florida Standards, reinforce skills implemented within the core instruction, are data driven, and are implemented according to the needs of individual students.

Action Step 1 5

During PLC time, teachers will work together to reflect on centers that are most beneficial to student learning. Ineffective centers will be discarded.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Lesson plans will be monitored for evidence of success of centers.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Teacher data showing improvement in skills and iReady data.

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 `7`

Administration will monitor teacher lesson plans and iReady data.

Person Responsible

Patti Carson

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Teacher lesson plans and iReady data.

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	Create school wide reading incentive program: Worming Our Way Through Books	Bodin, Marjorie	9/15/2015	Classroom charts, school bookworm display, classroom observations	6/3/2016 monthly
G1.B1.S2.A1	Provide teachers with professional development training on student engagement activities and tools.	Bodin, Marjorie	9/15/2015	PD attendance sheet, lesson plans, classroom artifacts	6/3/2016 quarterly
G1.B2.S1.A1	Teachers will use the stretch articles provided for the weekly Achieve3000 lessons in small group instruction.	Bodin, Marjorie	9/15/2015	Small group instruction lesson plans, classroom walk-throughs, informal/ formal observations, Achieve3000 lessons passed	6/3/2016 weekly
G1.B2.S2.A1	Teachers will attend training on the new computer program Acheive3000, and implement the use of the program into their reading center rotations.	Bodin, Marjorie	10/1/2015	Professional development sign-in sheet, Achieve 3000 usage reports, Lexile adjustments	6/3/2016 daily
G1.B3.S1.A1	Teachers will meet weekly in grade level PLCs.	Bodin, Marjorie	9/15/2015		6/3/2016 weekly
G1.B3.S2.A1	Teachers will collaboratively meet in weekly PLCs to review assessments and the strategies/skills needed to meet mastery.	Bodin, Marjorie	9/15/2015		6/3/2016 weekly
G2.B5.S1.A1	All K-5 teachers will implement aligned investigations.	Russo, Sara	9/15/2015	Lesson plans, informal/formal observations, classroom observations	6/3/2016 biweekly
G2.B5.S2.A1	Teachers will collaboratively meet and plan weekly for effective instruction.	Russo, Sara	9/15/2015	PLC agenda and attendance sheets, lesson plans, informal/formal observations, classroom observations	6/3/2016 weekly
G3.B1.S1.A1	Meet together during PLCs to analyze data and discuss the effectiveness of blended learning.	Grover, Mychelle	9/15/2015	Lesson plans, iReady results, PLC meeting minutes	6/3/2016 weekly
G3.B1.S2.A1	Teachers will discuss the components of the instructional framework of the mathematics block during PLCs and the requirements for each component.	Grover, Mychelle	9/15/2015	Teacher lesson plans will reflect all components of the instructional framework.	6/3/2016 weekly
G3.B1.S3.A1	Pull mathematics iReady data	Grover, Mychelle	9/15/2015	Data that shows improvement in math skills.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	During PLCs, teachers will reflect on the components of the instructional framework for math, and discuss best practices to ensure all components are included in the mathematics block.	Grover, Mychelle	9/15/2015	Student work, student journal entries, teacher lesson plans, PLC agendas and minutes.	6/3/2016 weekly
G3.B3.S1.A1	Create a Math Materials Board for teachers to check-out and share materials.	Grover, Mychelle	9/15/2015	Math Materials Board and Check out Log	6/3/2016 monthly
G3.B3.S2.A1	Teachers will meet to discuss math concepts, progressions, and best practices as outlined in the Florida State Standards.	Grover, Mychelle	9/15/2015	PLC minutes, early release agenda	6/3/2016 monthly
G3.B3.S3.A1	During PLC time, teachers will work together to reflect on centers that are most beneficial to student learning. Ineffective centers will be discarded.	Grover, Mychelle	9/15/2015		6/3/2016 weekly
G1.B2.S2.A2	With assistance from media specialist, small group sets of informational texts will be purchased and utilized by teachers in small group instruction.	Carson, Patti	9/15/2015	Purchase order, small group book sets, small group instruction lesson plans	6/3/2016 daily
G2.B5.S1.A2	Provide training to increase teacher content knowledge in science.	Russo, Sara	9/15/2015	Professional development agenda and attendance sheet, lesson plans, informal/formal observations, classroom observations	6/3/2016 quarterly
G3.B1.S1.A2	Monitor classrooms to ensure blended technology is incorporated into the mathematics block.	Carson, Patti	9/15/2015	Administrative feedback forms, iReady data	6/10/2016 weekly
G3.B1.S2.A2	Teachers will serve as models for peers for exemplar implementation of components of the instructional framework for mathematics.	Grover, Mychelle	9/15/2015	Teacher reflection of classroom visits	6/3/2016 monthly
G1.MA1	Achieve3000 Usage and Performance Data, iReady Usage and Performance Data, Lexile Level Adjustments, Reading Incentive Charts, Small Group Lesson Plans, Weekly PLC Attendance	Carson, Patti	9/15/2015	Classroom Reading Charts, iReady Reading Diagnostic Scale Score & Usage Reports, Achieve 3000 Usage Reports & Lexile Levels, 2016 FSA Scores English Language Arts, Classroom observations, Lesson Plans	6/3/2016 monthly
G1.B1.S1.MA1	Lesson plans, classroom walk-throughs, formal/informal observations, PLC agenda and attendance sheets, classroom display	Carson, Patti	10/20/2015	Achieve3000 usage reports, iReady usage reports, 2016 FSA English Language Arts, 2016 FCAT 2.0 Science	6/3/2016 quarterly
G1.B1.S1.MA1	Create school wide reading incentive program: Worming Our Way Through Books	Bodin, Marjorie	9/15/2015	Classroom reading charts, worm bodies on classroom walls, quarterly grade level class winners	6/3/2016 quarterly
G1.B2.S1.MA1	Lesson plans, classroom walk-throughs, Formal/Informal observations, usage reports for Achieve3000, FSA results	Carson, Patti	9/15/2015	Usage report for Achieve3000, increased Lexile levels, 2016 FCAT 2.0 Science, 2016 FSA English Language Arts	6/3/2016 monthly
G1.B2.S1.MA1	Monitor small group instruction plans, Achieve3000 usage, and lessons passed.	Bodin, Marjorie	9/15/2015	Lesson plans, student work samples, Achieve3000 usage and lessons, classroom walk-throughs, formal/ informal observations	6/3/2016 monthly
G1.B3.S1.MA1	Meet weekly in PLCs and collaboratively dissect lessons to identify areas of focus.	Carson, Patti	9/15/2015	PLC agendas, Attendance Sheets, Lesson Plans, FSA 2016 scores	6/3/2016 weekly
G1.B3.S1.MA1	Coach will host weekly PLCs for each grade level to review and discuss core curriculum.	Bodin, Marjorie	9/15/2015	PLC agendas, Attendance sheets, Lesson Plans	6/3/2016 weekly
G1.B1.S2.MA1	Lesson plans, classroom walk-throughs, coaching cycle feedback forms	Bodin, Marjorie	9/15/2015	Effective student engagement during formal/informal observations, student driven instruction	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Participate in professional development opportunities to learn various student engagement strategies to increase on-task behavior and learning.	Bodin, Marjorie	9/15/2015	Professional development agenda/ minutes, PowerPoints, lesson plans, posters, student Interaction during formal/informal observations	6/3/2016 quarterly
G1.B2.S2.MA1	Lesson Plans, Classroom walk-throughs, formal/informal observations, center rotations	Carson, Patti	9/15/2015	Small group instruction lesson plans, 2016 FSA English Language Arts, Achieve3000 Level Set	6/3/2016 monthly
G1.B2.S2.MA1	Utilize small group text sets that align with the themes of Duval Reads modules.	Bodin, Marjorie	9/15/2015	Small group lesson plans, purchase order for text sets	6/3/2016 daily
G1.B3.S2.MA1	Teachers will review the lesson modules and make annotations. Assessments for Mid and End of Module will be reviewed to guide instruction and lessons taught.	Bodin, Marjorie	9/15/2015	Weekly PLC Agendas, Attendance Sheets, Lesson Annotations	6/3/2016 weekly
G1.B3.S2.MA1	Teachers will review the lesson modules and make annotations. Assessments for Mid and End of Module will be reviewed to guide instruction and lessons taught.	Bodin, Marjorie	9/15/2015	Weekly PLC Agendas, Attendance Sheets, Lesson Annotations	6/3/2016 weekly
G2.MA1	Teacher Assessment Data PMA Data	Carson, Patti	9/15/2015	PMA Data showing improvement from PMA Baseline, FCAT Science scores, Classroom walkthroughs, Informal/ formal observations	6/3/2016 quarterly
G2.MA2	Science lessons will be observed.	Carson, Patti	9/15/2015	PMA Data showing improvement from PMA Baseline, FCAT Science scores, Informal/formal observations, Classroom walk throughs	6/3/2016 monthly
G2.MA3	Interactive science journals and/or student work	Russo, Sara	9/15/2015	Students will show evidence of improved writing, Student classwork will show evidence of connection to science experiments, Informal/formal observations, Classroom walk throughs	6/3/2016 monthly
G2.B5.S1.MA1	Science Lessons with aligned investigations	Carson, Patti	9/15/2015	Lesson plans, science interactive journals, formal/informal observation, PMA data	6/3/2016 weekly
G2.B5.S1.MA2	Professional Development	Russo, Sara	9/15/2015	Effective and engaging lessons, lesson plans, formal/informal observations, PMA data	6/3/2016 quarterly
G2.B5.S1.MA1	Implementation of interactive journals in science will be monitored.	Russo, Sara	10/1/2015	Student science interactive journals	6/3/2016 biweekly
G2.B5.S2.MA1	Lesson Plans	Carson, Patti	9/15/2015	Meeting minutes, lesson plans, interactive journals	6/3/2016 quarterly
G2.B5.S2.MA1	Weekly PLC Meeting Agenda	Russo, Sara	9/15/2015	Lesson plans, interactive journals	6/3/2016 weekly
G3.MA1	Lesson plans informal/iformal observations, classroom walk-throughs, iReady data, PMA data	Carson, Patti	9/15/2015	Student proficiency performance on 2016 FSA Math assessment, Weekly data showing improvement on blended learning usage, Classroom walkthroughs indicating implementation of the Pillars of Excellent Instruction in math	6/3/2016 weekly
G3.B1.S1.MA1	Support teacher(s) needs based on blended learning usage. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional needs.	Grover, Mychelle	9/15/2015	CAST, PD calendar, feedback forms for observation, previous SIP documents.	6/3/2016 weekly
G3.B1.S1.MA1	Administrators will be present for the majority of common planning sessions to provide feedback and guidance.	Grover, Mychelle	9/15/2015	Develop and maintain a calendar for common planning.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	Teachers will meet with the school leadership team to determine effectiveness of the implementation of the instructional framework. Also, teacher lesson plans will be reviewed each week to ensure planning for all components of the mathematics block.	Grover, Mychelle	9/15/2015	Specific planning for core instruction, small group activities, and blended learning in teacher lesson plans, evidence of core instruction, and small group activity participation in student journals and student work posted in classroom.	6/3/2016 weekly
G3.B2.S1.MA1	Weekly attendance during PLCs to ensure teachers are monitoring time requirements of the mathematics block.	Grover, Mychelle	9/15/2015	Teacher reflection forms, student work, student journal entries	6/3/2016 weekly
G3.B3.S1.MA1	Teachers utilizing the math materials board to create aligned and differentiated center activities.	Grover, Mychelle	9/15/2015	Math center rotations, differentiated centers, lesson plans, informal/formal observations	6/3/2016 weekly
G3.B3.S1.MA1	Teacher Created Math Materials Board in the teachers' mail room.	Grover, Mychelle	9/15/2015	Board will show evidence of use, and there will be a log of materials exchanged.	6/3/2016 monthly
G3.B1.S2.MA1	Provide support by administration when visiting classroom, immediate feedback after lesson component observations.	Grover, Mychelle	9/15/2015	Feedback forms, lesson plans reflecting components of the instructional framework.	6/3/2016 monthly
G3.B1.S2.MA1	Teachers will submit feedback/reflection forms after visiting classrooms, and adjustments will be made based on reflections.	Grover, Mychelle	9/15/2015	Reflection forms, lesson plans reflecting components of the instructional framework.	6/3/2016 monthly
G3.B3.S2.MA1	Students will show progress on iReady, PMA Assessments, and FSA.	Carson, Patti	9/15/2015	iReady scores, PMA assessments, 2016 Math FSA	6/3/2016 monthly
G3.B3.S2.MA1	Administrators will attend meetings to monitor and ensure materials and resources are available.	Grover, Mychelle	9/15/2015	Meeting agenda and minutes, attendance sheets	6/3/2016 monthly
G3.B1.S3.MA1	Weekly dissection of individual teacher iReady data.	Carson, Patti	9/15/2015	Weekly iReady mathematics data.	6/3/2016 weekly
G3.B1.S3.MA1	Teacher iReady data will be pulled to ensure constant rotation of students and use of program with fidelity.	Grover, Mychelle	9/15/2015	iReady data	6/3/2016 weekly
G3.B3.S3.MA1	Administration will monitor teacher lesson plans and iReady data.	Carson, Patti	9/15/2015	Teacher lesson plans and iReady data.	6/3/2016 weekly
G3.B3.S3.MA1	Lesson plans will be monitored for evidence of success of centers.	Grover, Mychelle	9/15/2015	Teacher data showing improvement in skills and iReady data.	6/3/2016 weekly

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 we increase our students' ability to analyze, comprehend, and respond to complex texts, then we will increase student achievement on the English Language Arts FSA..

G1.B1 Lack of student engagement

G1.B1.S2 Transition from teacher-led classroom lessons to lessons driven by students engaged in meaningful conversation.

PD Opportunity 1

Provide teachers with professional development training on student engagement activities and tools.

Facilitator

Literacy Coach

Participants

K-5 Teachers

Schedule

Quarterly, from 9/15/2015 to 6/3/2016

G1.B2 Effectively utilizing informational texts in small group instruction

G1.B2.S1 Integrate Achieve3000 stretch articles in teacher-led small group instruction.

PD Opportunity 1

Teachers will use the stretch articles provided for the weekly Achieve3000 lessons in small group instruction.

Facilitator

Achieve3000 consultants & Marjorie Bodin

Participants

Grades 3-5 ELA Teachers

Schedule

Weekly, from 9/15/2015 to 6/3/2016

G1.B2.S2 Purchase small group theme based informational text sets to utilize in small group instruction.

PD Opportunity 1

Teachers will attend training on the new computer program Acheive3000, and implement the use of the program into their reading center rotations.

Facilitator

Marjorie Bodin

Participants

ELA Teachers gr. 3-5

Schedule

Daily, from 10/1/2015 to 6/3/2016

G1.B3 Implementation of new Duval Reads core curriculum

G1.B3.S1 Collaboratively meet in weekly Professional Learning Communities to discuss lesson timing and components.

PD Opportunity 1

Teachers will meet weekly in grade level PLCs.

Facilitator

Marjorie Bodin

Participants

All Grade Level Teachers K-5

Schedule

Weekly, from 9/15/2015 to 6/3/2016

G1.B3.S2 Utilize the UBD (Understanding by Design) method of beginning with the end in mind to identify intended goals and learning targets.

PD Opportunity 1

Teachers will collaboratively meet in weekly PLCs to review assessments and the strategies/skills needed to meet mastery.

Facilitator

Marjorie Bodin

Participants

All grade level teachers K-5

Schedule

Weekly, from 9/15/2015 to 6/3/2016

G2. If we increase student understanding of the correlation between scientific investigations and concepts, then we will increase student achievement on the Science FCAT 2.0.

G2.B5 Effective Teacher Training

G2.B5.S1 Implement aligned investigations in lessons on a bi-weekly basis.

PD Opportunity 1

All K-5 teachers will implement aligned investigations.

Facilitator

District Specialist

Participants

K-5 Teachers

Schedule

Biweekly, from 9/15/2015 to 6/3/2016

PD Opportunity 2

Provide training to increase teacher content knowledge in science.

Facilitator

District Specialist

Participants

K-5 Teachers

Schedule

Quarterly, from 9/15/2015 to 6/3/2016

G2.B5.S2 Professional Development

PD Opportunity 1

Teachers will collaboratively meet and plan weekly for effective instruction.

Facilitator

Marjorie Bodin Patricia Carson Sara Russo Mychelle Grover

Participants

K-5 Teachers

Schedule

Weekly, from 9/15/2015 to 6/3/2016

G3. If we increase our students' ability to demonstrate understanding of mathematical concepts through computation and natural language response, then we will increase student achievement on the Mathematics FSA.

G3.B1 Limited access to technology to implement blended learning activities.

G3.B1.S2 Collaboratively discuss the instructional framework of the mathematics block within each grade level to determine best opportunities for implementation of technology/blended learning.

PD Opportunity 1

Teachers will discuss the components of the instructional framework of the mathematics block during PLCs and the requirements for each component.

Facilitator

Professional Development Facilitator, Patricia Carson, Mychelle Grover

Participants

Classroom Teachers

Schedule

Weekly, from 9/15/2015 to 6/3/2016

G3.B2 Time to implement core instruction.

G3.B2.S1 Meet collaboratively to discuss time requirements of the instructional framework of the mathematics block.

PD Opportunity 1

During PLCs, teachers will reflect on the components of the instructional framework for math, and discuss best practices to ensure all components are included in the mathematics block.

Facilitator

Professional Development Facilitator, Assistant Principals

Participants

Mathematics teachers

Schedule

Weekly, from 9/15/2015 to 6/3/2016

G3.B3 Lack of materials and time for implementation of student centers with fidelity.

G3.B3.S2 Provide grade level and vertical articulation planning to identify specific grade level skills and concepts needed to address new FL State Standards and types of questions.

PD Opportunity 1

Teachers will meet to discuss math concepts, progressions, and best practices as outlined in the Florida State Standards.

Facilitator

Grade Level Math Leads

Participants

All grade level math teachers

Schedule

Monthly, from 9/15/2015 to 6/3/2016

G3.B3.S3 Teachers will work collaboratively to ensure center activities implemented during center rotations are data driven and developed to align with Florida Standards.

PD Opportunity 1

During PLC time, teachers will work together to reflect on centers that are most beneficial to student learning. Ineffective centers will be discarded.

Facilitator

Professional Development Facilitator, Assistant Principals

Participants

Classroom Teachers

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Technical Assistance Items

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

G3. If we increase our students' ability to demonstrate understanding of mathematical concepts through computation and natural language response, then we will increase student achievement on the Mathematics FSA.

G3.B1 Limited access to technology to implement blended learning activities.

G3.B1.S1 Utilize PLC time to meet collectively as a grade level to discuss equitable use of technology

PD Opportunity 1

Meet together during PLCs to analyze data and discuss the effectiveness of blended learning.

Facilitator

Lead Teachers, APs

Participants

Teachers

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Budget

Budget Data

1	G1.B1.S1.A1	**Create school wide reading incentive program: Worming Our Way Through Books**	**$0.00**
2	G1.B1.S2.A1	**Provide teachers with professional development training on student engagement activities and tools.**	**$0.00**
3	G1.B2.S1.A1	**Teachers will use the stretch articles provided for the weekly Achieve3000 lessons in small group instruction.**	**$0.00**
4	G1.B2.S2.A1	**Teachers will attend training on the new computer program Acheive3000, and implement the use of the program into their reading center rotations.**	**$4,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	2581 - Mandarin Oaks Elementary School	School Improvement Funds		$4,000.00
			Notes: Text sets for small group teacher-led instruction			

5	G1.B2.S2.A2	**With assistance from media specialist, small group sets of informational texts will be purchased and utilized by teachers in small group instruction.**	**$0.00**

Budget Data

6	G1.B3.S1.A1	Teachers will meet weekly in grade level PLCs.	$0.00
7	G1.B3.S2.A1	Teachers will collaboratively meet in weekly PLCs to review assessments and the strategies/skills needed to meet mastery.	$0.00
8	G2.B5.S1.A1	All K-5 teachers will implement aligned investigations.	$0.00
9	G2.B5.S1.A2	Provide training to increase teacher content knowledge in science.	$0.00
10	G2.B5.S2.A1	Teachers will collaboratively meet and plan weekly for effective instruction.	$0.00
11	G3.B1.S1.A1	Meet together during PLCs to analyze data and discuss the effectiveness of blended learning.	$0.00
12	G3.B1.S1.A2	Monitor classrooms to ensure blended technology is incorporated into the mathematics block.	$0.00
13	G3.B1.S2.A1	Teachers will discuss the components of the instructional framework of the mathematics block during PLCs and the requirements for each component.	$0.00
14	G3.B1.S2.A2	Teachers will serve as models for peers for exemplar implementation of components of the instructional framework for mathematics.	$0.00
15	G3.B1.S3.A1	Pull mathematics iReady data	$0.00
16	G3.B2.S1.A1	During PLCs, teachers will reflect on the components of the instructional framework for math, and discuss best practices to ensure all components are included in the mathematics block.	$0.00
17	G3.B3.S1.A1	Create a Math Materials Board for teachers to check-out and share materials.	$0.00
18	G3.B3.S2.A1	Teachers will meet to discuss math concepts, progressions, and best practices as outlined in the Florida State Standards.	$0.00
19	G3.B3.S3.A1	During PLC time, teachers will work together to reflect on centers that are most beneficial to student learning. Ineffective centers will be discarded.	$0.00
		Total:	$4,000.00