

Duval County Public Schools

Englewood Elementary School



2015-16 School Improvement Plan

Englewood Elementary School

4359 SPRING PARK RD, Jacksonville, FL 32207

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	68%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	74%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	70
Appendix 2: Professional Development and Technical Assistance Outlines	75
Professional Development Opportunities	76
Technical Assistance Items	86
Appendix 3: Budget to Support Goals	0

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

To educate the students in our care by teaching with academic excellence, respect for diversity, and integrity.

Provide the school's vision statement

To provide educational excellence for every student, academically, socially, and emotionally every day

School Environment

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

Upon enrollment, parents are required to complete the Home Language Survey which provides information the students' native languages and degree to which those languages are spoken at home. This information is important as culture is often identified by its associated languages. As a school with a high ESOL population (25%), our faculty and staff are expected to become familiar with the native culture of these students in order to make those students more comfortable and form relationships to facilitate learning.

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

We have safety procedures that are in place for many circumstances, like codes red and yellow, as well as, procedures for fire and severe weather. There are systems in place to ensure safe arrivals and dismissals. We also have a staff member from our leadership team available and visible which allows for students and parents to feel safe at all times. Staff members use radios for continuous communication. Students use a buddy system when leaving their classes to maintain safety. Our school has also adopted strict anti-bully procedures, and students are taught to report bullying. Students are also encouraged to seek assistance from the school counselor on any socio-emotional issues that occur in school and/or out of school.

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

The school-wide behavioral system at Englewood Elementary is founded on a framework which addresses behavior through a prevention-oriented approach of research-based interventions and supports. The hierarchical, progressive structure of this plan is geared to lead to improved student behavior and academic success. This plan uses best practices derived from CHAMPS, the classroom management component of Foundations, and the Positive Behavioral Interventions and Supports (PBIS) programs to support our student population. Training and supports are offered through ongoing systems of professional development that are both site-embedded and district-facilitated.

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

A full-time guidance counselor is available to help students that are in need. The counselor has an open door policy for students, teachers, and parents and also utilizes a system of referrals. The counselor conducts small large group as well as individual counseling sessions. Our association with the United Way of Northeast Florida provides are services for complex and multi-faceted issues. This program allows our faculty and staff to refer students for issues such as behavior concerns, academic failure, clothing needs, and mental health. The counselor also can seek assistance from our district social worker, psychologist, and behavioral specialist as needed.

Early Warning Systems

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

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

Englewood Elementary School will employ the following early warning indicators:

- 1) Course failure in English Language Arts or mathematics
- 2) Bottom Quintile on the 2015 3rd grade Reading FSA
- 3) Tier III status during the 4th quarter of the 2014-15 school year
- 4) Failing grades in reading and/or math on a report card
- 5) Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- 6) One or more suspensions, whether in school or out of school
- 7) A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- 8) Placement on Profile 1 on Math iReady Diagnostic

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	12	7	2	5	4	31
One or more suspensions	1	4	3	3	2	3	16
Course failure in ELA or Math	3	4	5	4	5	3	24
Level 1 on statewide assessment	0	0	0	26	0	0	26

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	3	4	5	3	3	3	21

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

The following interventions are used for

- 1) Course failure in English Language Arts or mathematics
- a) Placement in Tier III for subject affected

- b) Placement in After-School Tutoring Program (based on availability)
- 2) Bottom Quintile on the 2015 3rd grade Reading FSA
 - a) Placement in Tier II and/or Tier III for subject affected
- 3) Tier III status during the 4th quarter of the 2014-15 school year
 - a) Continued placement in Tier III for subject affected
 - b) Movement to MT review if data supports placement
- 4) Failing grades in reading and/or math on a report card
 - a) Placement in Tier II and/or Tier III for subject affected
- 5) Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - a) Attendance Intervention Team referral
 - b) Referral to Full Service Schools
- 6) One or more suspensions, whether in school or out of school
 - a) Discipline monitoring
 - b) After 3 suspensions, placement in Tier II for Behavior
 - c) After 4 suspensions, placement in Tier III for Behavior
- 7) A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
 - a) Placement in Tier II and/or Tier III for subject affected
- 8) Placement on Profile 1 on Math iReady Diagnostic
 - a) Placement in Tier II for subject affected

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/206244>.

Description

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

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

The primary avenue our school uses to build and sustain partnerships is our School Advisory Council (SAC). Over the past five years, the community/business/faith members of the SAC have contributed thousands of dollars of funding to the school, hundreds of dollars in in-kind giving, and hundreds of volunteer hours. Secondly, our school's PTA works to promote the welfare of the school through fundraising and volunteer support. Finally, the school staff and administration recruit partners through their interactions with others in the community as well as through grant-writing.

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
Griffin, Kenya	Principal
Johnson, Delores	Assistant Principal
Reshard, Charanda	Guidance Counselor
Nevin, Marion	Other
Richardson, Kate	Other
Manuel, Meredith	Instructional Coach

Duties

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

Kenya Griffin-Principal: Provides general oversight and coordination of all programs within the school
 Delores Johnson-Assistant Principal: Holds primary responsibility over ESE programs, Attendance Intervention, and School Safety
 Charanda Reshard-School Counselor: Serves as the chief liaison with our community partners and is responsible for programs addressing the socio-emotional needs of our students; serves as secretary for all MT meetings and is the liaison for ESOL programs
 Meredith Manuel-Reading Coach: Serves as the primary point of contact for literacy programs within the school and coordinates all literacy curricula and professional development
 Kate Richardson-Reading Interventionist: Provides reading Tier III reading intervention
 Marion Nevin-Reading and Math Interventionist: Provides Tier II and Tier III reading and math intervention

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 MTSS Leadership Team is responsible for the creating and monitoring of the RTI efforts of the school. This committee will adapt the district RTI model to meet our school's needs. This committee will also monitor our other safety net efforts such as SAI tutoring. The Committee will meet monthly to assess the status of the school's RTI efforts. The committee will attend all district training on RTI and share with the faculty and staff of the school.

Title I: Englewood Elementary's Title I funding is used to fund a full-time reading interventionist, a full-time math coach; one part-time tutor; and professional development of teachers. There will be 6 parent involvement activities to help educate parents on important instructional topics (reading, math, writing, FCAT) and provide opportunities for parents to interact with their children.

Supplemental Academic Instruction: Afterschool tutoring will be provided to K-5th grade students from November to April who are in need of additional academic help which will be supported with SAI funds. It is designed for those students whose reading and/or math progress place them at risk for retention as well as non-proficiency on the Florida State Assessments.

Violence-Prevention: The ZIP and Character Education programs will be coordinated by the Foundations Committee to encourage students to make good choices, build character and integrity, and to reinforce positive behavior.

Nutritition Programs: Englewood Elementary participates in the Breakfast in the Classroom program

which provides all students regardless of lunch status the opportunity to eat a nutritious breakfast every morning as well as the Universal School Lunch Program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mrs. Elaine Patrick	Business/Community
Mr. Kenya Griffin	Principal
Rev. Robert Hoover	Business/Community
Ms. Cheryl Hearn	Business/Community
Mrs. Tracy O'Sullivan	Parent
Mrs. Pam Evors	Teacher
Mrs. Melanie Wyrick	Education Support Employee

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 results of last year's School Improvement Plan (SIP) are mixed. The many of the components of last year's SIP relied on the ability of teachers to use common planning time during school day which was allowed after this plan was approved. As a result, the professional developments plans of the SIP had to be implemented during other school times which were not as effective as a fully implemented common planning time would have been.

Elements such as the data driven decision making and improvements in interventions were implemented and somewhat successful. More work is needed to make data driven decision making more prevalent in all instructional decisions.

More work is also needed this year in working with our ESOL student population which was grown to represent 25% of our student population.

Development of this school improvement plan

The SAC meets monthly to provide guidance and to review the progress of the school improvement. The SAC votes to approve the each year's initial school improvement plan as well as any proposed changes to the plan.

Preparation of the school's annual budget and plan

The SAC receives monthly updates on the status of the funds it directly controls, approves purchases using school improvement funds, and feedback on staffing issues.

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

In 2014-15, School Improvement Funds were allocated for one SMART interactive whiteboard and interactive journals.

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
Griffin, Kenya	Principal
Johnson, Delores	Assistant Principal
Manuel, Meredith	Instructional Coach
Richardson, Kate	Teacher, K-12
Nevin, Marion	Other
Patrick, Elaine	SAC Member
Gonzalez, Wanda	Paraprofessional
Jones, Shantel	Teacher, K-12
Hardee, Rhanda	Instructional Media
Wyrick, Melanie	SAC Member
O'Sullivan, Tracy	Other
Zori, Christina	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT has the following major initiatives this year: 1) overall administration of our schoolwide literacy programs, 2) continued monitoring classroom level implementation of our volume reading program, 3) creation of model classrooms in primary and intermediate, 4) promotion of a schoolwide culture of reading, 5) implementation of best practices in writing, 5) implementation of parent/ community outreach programs with literacy, and 6) implementation of ESOL programs within the school.

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

Currently the school has common planning time for all teacher groups including resource teachers at least 4 days every week. Teachers are organized into grade level teams or departments to facilitate the sharing of information, collaborative planning, and delivery of professional development.

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

1. Strategy: Partnering new teachers with veteran staff; Persons Responsible: Professional Development Facilitator, and C.E.T Teachers
2. Strategy: Attain at least 3 teaching interns to work with veteran classroom teachers; Professional Development Facilitator

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

All teachers with 2 years of experience or less will be paired with an experience teachers on their grade level with a rating of at least Effective and have completed Clinical Educator Teacher training program. The mentors will engage the mentees in the district's new teacher induction program which includes regular meetings as well as observations.

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 school uses the curriculum of the Duval County Public Schools which is aligned to both the LAFS and MAFS state standards. Teachers participate in common planning sessions designed to provide training and support to them. These training sessions will focus on unpacking curriculum, implementing curriculum to fidelity, and providing professional development on the materials and other resources provided by the school and district. Each training cycle will be followed up by administrative walkthroughs and monitoring of district data for evidence of learning and effectiveness.

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

Englewood Elementary School uses data in a variety of ways to meet the diverse needs of our students. First, we use district-mandated iReady reading and math diagnostics at the beginning of the school year to identify which students are on grade level and those who may need more specialized diagnostic assessments. For reading, students below grade level are given the DAR reading diagnostic to focus our RtI efforts as well as assign students to teacher-led groups during core reading instruction. In math, the iReady assessment is used to place students in teacher-led groups as well as RtI Tier II if necessary.

This data is used to place students into learning groups during small group instruction. Teachers also use data to assign students into data-driven centers designed to provide them with pinpointed practice on the skills they need to improve their understanding.

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

Strategy: Extended School Day

Minutes added to school year: 1,725

Certified teachers will provide FCAT preparation and supplemental instruction to 3rd-5th graders during afterschool sessions starting in early January 3rd-5th grade ELA/Math. 16 sessions for ELA/math. No more than 10 students will be assigned to each class.

Strategy Rationale

Additional opportunities for remedial instruction will help these students meet grade level proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Johnson, Delores, johnsond4@duvalschools.org

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

The most recent district Curriculum Guide Assessment and iReady Reading and Math Diagnostics prior to the start of the program will be used as a baseline assessment. The last Curriculum Guide Assessment and/or End-of-the-year summative assessment will be used to measure growth for ELA and Math.

Strategy: After School Program

Minutes added to school year: 200

Beginning in October 2014, approximately 72 selected students will have the opportunity to receive supplemental reading or math instruction twice a week for approximately 10 weeks.

Strategy Rationale

Additional opportunities for remedial instruction will help these students meet grade level proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Griffin, Kenya, griffink2@duvalschools.org

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

Curriculum Guide Assessments in reading or math as well as iReady diagnostic data

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

Englewood Elementary will offer families of pre-K children from our local feeder preschool programs the chance to attend Title I events. In addition, invitations will be extended for those families to tour our school starting in January 2016 and literature on our school programs will be distributed to them.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

Problem Identification Summary

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

Problem Analysis Summary

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

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 all students receive a standards-driven curriculum that addresses the following Four Pillars of Excellent Instruction: Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement, then student achievement will increase across all academic areas.
- G2.** If all instructional decisions will be made based on data from a variety of sources, then student achievement will increase across all academic areas.
- G3.** If all students receive high-quality interventions that meet their needs and are proactively implemented, then student achievement across all content areas will increase.
- G4.** If our students have a high average daily attendance rate, academic achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If all students receive a standards-driven curriculum that addresses the following Four Pillars of Excellent Instruction: Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement, then student achievement will increase across all academic areas. 1a

G072020

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Reading coach: Full-time instructional coach who coordinates literacy curriculum and provides professional development/instructional support to teachers
- Complex Text Resource Room: Complex text grouped by fiction, non-fiction, and content area; books also classified by Fountas and Pinnell level for convenience
- Local Teacher Experts: Teachers based at the school who serve in model classrooms and/or have development content area expertise in various areas of literacy instruction (e.g, close reading, writing, reading interventions)
- District Literacy Directors and Specialists: District level support staff who provide limited support to school in literacy, write district literacy curricula, and provide district-wide professional development

Targeted Barriers to Achieving the Goal 3

- Lack of Knowledge of Language Arts/Florida Standards (LAFS)
- Lack of Knowledge of Four Pillars of Excellent Instruction (Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement)
- Lack of Knowledge of Duval Reads and Duval Math Curricula
- Lack of Knowledge of New Common Core/Mathematics Florida Standards (MAFS)

Plan to Monitor Progress Toward G1. 8

Achieve, iReady, and Science Assessments will be analyzed

Person Responsible

Kenya Griffin

Schedule

Triannually, from 10/5/2015 to 5/27/2016

Evidence of Completion

Scores on Specified Assessments

G2. If all instructional decisions will be made based on data from a variety of sources, then student achievement will increase across all academic areas. 1a

G072021

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Reading Coach
- Performance Matters
- Reading Interventionist
- Reading A-Z Website
- Principal
- Assistant Principal
- Local Teacher Experts
- FCRR Materials
- District Curriculum Directors and Specialists
- Extra Math
- STAR Reading Assessment Website
- District Assessments: iReady, Curriculum Guide Assessments

Targeted Barriers to Achieving the Goal 3

- Not Enough Data Sources
- Lack of Teacher Expertise in Analyzing Data
- Lack of school-wide standards or system for formative assessments

Plan to Monitor Progress Toward G2. 8

To determine progress towards the goal and/or target, student data will be collected from the assessment administrations.

Person Responsible

Delores Johnson

Schedule

Monthly, from 10/29/2015 to 5/29/2016

Evidence of Completion

Student data will be collected from the assessment administrations.

G3. If all students receive high-quality interventions that meet their needs and are proactively implemented, then student achievement across all content areas will increase. 1a

G072022

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0
AMO Reading - All Students	74.0

Resources Available to Support the Goal 2

- Assistant Principal
- Truancy Officer
- IPS Specialist
- ESOL Specialist
- Reading Interventionist

Targeted Barriers to Achieving the Goal 3

- Insufficient time and lack of understanding of intervention documentation.
- Lack of effective intervention structure and organization.
- Insufficient structure for increasing the language and academic proficiency in the ESOL population.

Plan to Monitor Progress Toward G3. 8

iReady Diagnostic Data for Students will be reviewed in January and May 2016

Person Responsible

Charanda Reshard

Schedule

Monthly, from 1/1/2016 to 6/3/2016

Evidence of Completion

RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork

G4. If our students have a high average daily attendance rate, academic achievement will increase. 1a

G072023

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Resources Available to Support the Goal 2

- Full Service Schools
- Attendance Intervention Team
- School Social Worker
- School Counselor

Targeted Barriers to Achieving the Goal 3

- Parents do not understand that attendance in the early years matters for academic success.
- Students are not encouraged to attend school.

Plan to Monitor Progress Toward G4. 8

Administrative Review of Attendance Data

Person Responsible

Delores Johnson

Schedule

Monthly, from 12/1/2015 to 6/3/2016

Evidence of Completion

Monthly attendance reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If all students receive a standards-driven curriculum that addresses the following Four Pillars of Excellent Instruction: Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement, then student achievement will increase across all academic areas. **1**

 G072020

G1.B1 Lack of Knowledge of Language Arts/Florida Standards (LAFS) **2**

 B187802

G1.B1.S2 Continue efforts at developing planning for Gradual Release of Responsibility Model (GRRM) of Instruction within the Duval Reads Curriculum **4**

 S199325

Strategy Rationale

Last school year, our school did a lot of work on developing our proficiency with the gradual release of responsibility model of instruction, and we continue that work.

Action Step 1 **5**

Provide a Professional Learning Community (PLC) and Instructional Support to help teachers with development of lesson plans using the GRRM.

Person Responsible

Meredith Manuel

Schedule

On 10/30/2015

Evidence of Completion

Agenda and sign-in sheet

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

An agenda will be created with a participant sign-sheet.

Person Responsible

Meredith Manuel

Schedule

On 10/30/2015

Evidence of Completion

Agenda and sign-in sheet

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

Instructional Support Team will provide support through walk-throughs, and with collaboration in planning effective lessons using the GRRM.

Person Responsible

Delores Johnson

Schedule

On 10/30/2015

Evidence of Completion

Walk-throughs and observations

G1.B1.S3 A schoolwide Word of the Week (WOW) program will be created to introduce new vocabulary words and encourage student to explore vocabulary. 4

 S199326

Strategy Rationale

To help meet our vocabulary standards and data has shown in the past that our student performance in vocabulary was low.

Action Step 1 5

The school will implement the Word of the Week (WOW) program.

Person Responsible

Meredith Manuel

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Weekly emails to faculty and staff providing updates to this program

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

The Reading Coach will display Word of the Week on the bulletin board, using definitions, synonyms and antonyms. Word announced daily with incentives for students using the word in their work and academic conversation.

Person Responsible

Meredith Manuel

Schedule

Weekly, from 9/3/2014 to 5/31/2015

Evidence of Completion

Bulletin board, daily school-wide announcements, and accountability by teachers.

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

Incentives are given to students who use the WOW accurately in conversation and academic work.

Person Responsible

Meredith Manuel


Schedule

Daily, from 9/7/2015 to 5/27/2016

Evidence of Completion

Teacher fidelity and daily observations and rewards.

G1.B1.S4 Creation and Implementation of Schoolwide Reading Incentive Program 4

 S199327

Strategy Rationale

To create an environment in our school of life-long readers; to motivate our students to read everyday.

Action Step 1 5

A school-wide reading incentive program (Accelerated Reader) that encourages students to set goals in their daily reading rewarding students on a quarterly basis with a celebration.

Person Responsible

Meredith Manuel

Schedule

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

Evidence of Completion

Data of student achievement and use of the program is embedded in the Accelerated Reader internet program.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Students keep daily reading logs and take AR tests to earn points toward reaching their reading goals.

Person Responsible

Delores Johnson

Schedule

Daily, from 9/21/2015 to 5/29/2016

Evidence of Completion

Data from AR website

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Teachers check their reading logs and data online.

Person Responsible

Meredith Manuel


Schedule

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

Evidence of Completion

Reading logs and online data

G1.B1.S5 Provide professional development to increase the amount and quality of teacher-student conferencing in writing. 4

 S199328

Strategy Rationale

To increase student writing in which their development and organization of their writing are appropriate to the task and purpose.

Action Step 1 5

Provide PLC in effective conferencing in writing as it relates to LAFS and the Duval Reads Writing Lessons

Person Responsible

Meredith Manuel

Schedule

On 11/20/2015

Evidence of Completion

Agenda and sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

An agenda will be created with a participant sign-sheet.

Person Responsible

Schedule

On 11/20/2015

Evidence of Completion

Agenda and sign-in sheet

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Leadership Team will provide support through walk-throughs, and with collaboration in implementing effective conferencing.

Person Responsible

Marion Nevin

Schedule

On 12/4/2015

Evidence of Completion

Walk-throughs and observations and writing journals/anecdotal notes

G1.B1.S6 Increase the use of complex text in all grade levels during small group instruction 4

 S199329

Strategy Rationale

To increase rigor of instruction and student achievement.

Action Step 1 5

Professional Development on Using Achieve 3000 Instructional Features

Person Responsible

Meredith Manuel

Schedule

Daily, from 10/19/2015 to 10/30/2015

Evidence of Completion

Use of complex text daily by students

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Teachers in Grades 3-5 will utilize Achieve 3000 in their weekly instruction.

Person Responsible

Delores Johnson

Schedule

Weekly, from 11/3/2014 to 5/27/2016

Evidence of Completion

Lesson plans, online data of student usage, classroom work samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Walk-throughs, lesson plan checks and observations will be conducted.

Person Responsible

Delores Johnson

Schedule

Weekly, from 10/19/2015 to 12/4/2015

Evidence of Completion

Walk-throughs, lesson plan checks, observations

G1.B2 Lack of Knowledge of Four Pillars of Excellent Instruction (Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement) **2**

 B187803

G1.B2.S1 Provide Professional Development Review of the Four Pillars of Excellent Instruction **4**

 S199330

Strategy Rationale

General introduction of Four Pillars as to provide background knowledge for future PLC lesson study

Action Step 1 **5**

Complete PD Review of Four Pillars of Excellent Instruction

Person Responsible

Kenya Griffin

Schedule

On 10/14/2015

Evidence of Completion

Agenda and Signature Page of PD sign-in sheet

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

Administrative review of professional development offerings

Person Responsible

Kenya Griffin

Schedule

On 12/1/2015

Evidence of Completion

Review of teacher exit tickets

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

Achieve, iReady, and Science Assessments will be analyzed

Person Responsible

Kenya Griffin

Schedule

Monthly, from 12/1/2015 to 5/27/2016

Evidence of Completion

Various subject matter data reports

G1.B2.S2 Complete PLC Lesson Study on the best practices within each of the Four Pillars 4

 S199331

Strategy Rationale

Three to four session lesson study session to provide in-depth knowledge of each pillar, reach consensus on best practices and standards/expectations, and plan/model/observe lessons

Action Step 1 5

Meet with Instructional Support Team to set up parameters for Four Pillars Lesson Study on Rigorous Content

Person Responsible

Kenya Griffin

Schedule

Weekly, from 11/5/2015 to 11/30/2015

Evidence of Completion

Instructional Support Team Agenda and Minutes

Action Step 2 5

PLC Lesson Study on Rigorous Content

Person Responsible

Delores Johnson

Schedule

Biweekly, from 11/16/2015 to 11/27/2015

Evidence of Completion

PLC Agenda and Work Products

Action Step 3 5

PLC Lesson Study on Student Demonstration of Knowledge

Person Responsible

Meredith Manuel

Schedule

Biweekly, from 12/7/2015 to 12/18/2015

Evidence of Completion

PLC Agenda and Work Products

Action Step 4 5

PLC Lesson Study on Student Engagement

Person Responsible

Meredith Manuel

Schedule

Biweekly, from 1/4/2016 to 1/15/2016

Evidence of Completion

PLC Agenda and Work Products

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

Instructional Walkthroughs will be conducted to provide feedback on all Four Pillars of Excellent Instruction

Person Responsible

Kenya Griffin

Schedule

Monthly, from 10/5/2015 to 2/12/2016

Evidence of Completion

Instructional Walkthrough Rubrics

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

Achieve, iReady, and Science Data will be analyzed

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

Assessment Data Reports will be analyzed

G1.B4 Lack of Knowledge of Duval Reads and Duval Math Curricula 2

B187805

G1.B4.S1 Conduct Professional Development on New Duval Reads and Duval Math Curriculum 4

S199333

Strategy Rationale

This school year, Duval County Public Schools implemented the EngageNY curriculum for English/Language Arts and Mathematics for K-5. This new curricula requires different strategies in order to implement it. This professional development sessions will provide teachers with the training and support that they need.

Action Step 1 5

Provide professional development sessions on Duval Reads during common planning sessions

Person Responsible

Meredith Manuel

Schedule

Biweekly, from 9/1/2015 to 10/30/2015

Evidence of Completion

Common Planning Agendas

Action Step 2 5

Provide professional development sessions on Duval math during common planning sessions

Person Responsible

Kenya Griffin

Schedule

Biweekly, from 9/1/2015 to 10/30/2015

Evidence of Completion

Common Planning Agendas

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

Leadership team will conduct walkthroughs of topics covered during the professional development sessions

Person Responsible

Delores Johnson

Schedule

Weekly, from 9/7/2015 to 10/30/2015

Evidence of Completion

Leadership team members will examine lesson implementation, work products, and classroom artifacts for compliance and fidelity.

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

Data monitoring

Person Responsible

Delores Johnson

Schedule

Monthly, from 9/7/2015 to 5/27/2016


Evidence of Completion

Leadership team will examine data collected from walkthroughs, classroom assessments, and blending learning assessments

G1.B5 Lack of Knowledge of New Common Core/Mathematics Florida Standards (MAFS) **2**

 B187806

G1.B5.S1 Provide Professional Development for the Implementation of the Eight Mathematical Standards. **4**

 S199335

Strategy Rationale

The Eight Mathematical Practices are a component of the Mathematics Florida Standards (MAFS) and describe specific behaviors that all students need to exhibit to be successful.

Action Step 1 **5**

Complete a PD Overview of the 8 Mathematical Practices Standards

Person Responsible

Kenya Griffin

Schedule

On 10/7/2015

Evidence of Completion

Agenda and sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

An agenda will be created with a participant sign-in sheet.

Person Responsible

Kenya Griffin

Schedule

On 10/7/2015

Evidence of Completion

Sign-in sheet and Agenda

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Focus walk-through by instructional support staff and collaboration/support/modeling with math coach to help implementation of mathematical practices.

Person Responsible

Kenya Griffin

Schedule

On 10/21/2015

Evidence of Completion

Leadership will use mathematical practice graphic organizer to document evidence of practices seen in classroom focus walk-throughs.

G1.B5.S2 Provide a PLC and Instructional Support, to help teachers with collaboration, data analysis and planning in implementing centers in the mathematical instructional framework. 4

 S199336

Strategy Rationale

Center Rotation is part of the instructional framework of DCPS as well as scaffolding instruction to meet student needs.

Action Step 1 5

Provide PLC during common planning sessions on our implementation of center rotations.

Person Responsible

Kenya Griffin

Schedule

Monthly, from 8/31/2015 to 12/19/2015

Evidence of Completion

Agenda and sign-in sheet.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

An agenda will be created with a participant sign-sheet.

Person Responsible

Kenya Griffin

Schedule

Monthly, from 9/1/2015 to 9/1/2015

Evidence of Completion

Agenda and sign-in sheet.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Leadership team will provide support through walk-throughs, and with collaboration, data analysis and planning in implementing centers.

Person Responsible

Martin Jensen

Schedule

Biweekly, from 9/24/2015 to 10/31/2015

Evidence of Completion

Walk-throughs and lesson plan checks

G1.B5.S3 Provide Professional Development with using performance tasks in classroom instruction and assessment in mathematics. 4

 S199337

Strategy Rationale

To increase instructional rigor and student achievement.

Action Step 1 5

Complete a PD Overview of creating/using and evaluating performance tasks in instruction and assessment.

Person Responsible

Kenya Griffin

Schedule

On 11/4/2015

Evidence of Completion

Agenda and sign-in sheet.

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

An agenda will be created as well as a participant sign-in sheet.

Person Responsible

Kenya Griffin

Schedule

On 11/4/2015

Evidence of Completion

Agenda and sign-in sheet

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Observation of performance tasks in centers, assessments and lesson plans

Person Responsible

Kenya Griffin

Schedule

On 11/5/2014

Evidence of Completion

Walk-throughs, lesson plan checks

G1.B5.S4 Provide PLCs where effective lesson planning using the new Curriculum Learning Guides may occur. 4

 S199338

Strategy Rationale

To ensure teachers are teaching to depth of knowledge and rigor of the new Mathematical Florida Standards (MAFS).

Action Step 1 5

Provide PLC for Overview of effective lesson planning using the new CLG.

Person Responsible

Kenya Griffin

Schedule

On 9/30/2015

Evidence of Completion

Agenda and sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

An agenda will be created as well as a participant sign-in sheet

Person Responsible

Kenya Griffin

Schedule

On 9/3/2015

Evidence of Completion

Agenda and sign-in sheet

Plan to Monitor Effectiveness of Implementation of G1.B5.S4 7

Lesson plans will be checked

Person Responsible

Kenya Griffin

Schedule

Weekly, from 9/17/2015 to 4/29/2016

Evidence of Completion

Lesson plans and walk-throughs to see fidelity of lesson plans.

G1.B5.S5 Create and implement a schoolwide math basic fact fluency program for students rewarding students on a quarterly basis with a celebration. 4

 S199339

Strategy Rationale

Fact fluency standards are in the MAFS in every grade level. Studies have shown that fluency directly impacts student achievement in learning more complex mathematical skills.

Action Step 1 5

Incentive program for students becoming fluent in grade level standards in their math facts.

Person Responsible

Kenya Griffin

Schedule

Quarterly, from 11/2/2015 to 5/27/2016

Evidence of Completion

Provide weekly announcements and incentives to students who reach fact fluency goals.

Plan to Monitor Fidelity of Implementation of G1.B5.S5 6

Math committee will have quarterly incentives for students achieving math facts goals.

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

incentives given, certificates, data

Plan to Monitor Effectiveness of Implementation of G1.B5.S5 7

Math coach will monitor data on xtramath website.

Person Responsible

Kenya Griffin

Schedule

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


Evidence of Completion

online data/ teacher data

G2. If all instructional decisions will be made based on data from a variety of sources, then student achievement will increase across all academic areas. 1

 G072021

G2.B1 Not Enough Data Sources 2

 B187807

G2.B1.S2 K-5 teachers will assess student fluency at regular intervals. 4

 S199342

Strategy Rationale

The opportunity for students to participate in fluency checks is limited.

Action Step 1 5

Teachers will conduct running records.

Person Responsible

Delores Johnson

Schedule

Monthly, from 11/2/2015 to 5/27/2016

Evidence of Completion

To determine completion of this activity, data from running records will be collected for profile 1 and 2 students.

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

To monitor and support the fidelity of implementation, observations will be conducted and running record documentation will be reviewed.

Person Responsible

Delores Johnson

Schedule

Monthly, from 10/29/2015 to 5/29/2016

Evidence of Completion

Documentation from observations and samples of running records will be collected.

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

To monitor and support the effectiveness, observations will be conducted and student data will be monitored.

Person Responsible

Delores Johnson

Schedule

Monthly, from 9/26/2015 to 5/27/2016

Evidence of Completion

Student data will be monitored and observations will be conducted.

G2.B3 Lack of Teacher Expertise in Analyzing Data 2

B187809

G2.B3.S1 Teachers will be trained on how to utilize Performance Matters to access and manipulate data
4

S199345

Strategy Rationale

Teachers have to disaggregate data to make instructional decisions.

Action Step 1 5

A district facilitated Performance Matters training will be held at the school for teachers in need of training

Person Responsible

Kenya Griffin

Schedule

On 11/18/2015

Evidence of Completion

A sign-in sheet will serve as documentation

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

Data chats will be conducted

Person Responsible

Kenya Griffin

Schedule

Quarterly, from 10/29/2015 to 5/29/2016

Evidence of Completion

Observations and documentation of using data to make instructional decisions

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

Data chats will be conducted

Person Responsible

Kenya Griffin

Schedule

Quarterly, from 10/29/2015 to 5/27/2016

Evidence of Completion

Observations and documentation of using data to make instructional decisions

G2.B3.S2 Teachers will be provided opportunities to receive non-evaluative feedback on their data monitoring practices 4

 S199346

Strategy Rationale

Teachers have to disaggregate data to make instructional decisions.

Action Step 1 5

Data coaching sessions will be made available upon teacher request

Person Responsible

Kenya Griffin

Schedule

Monthly, from 11/2/2015 to 5/29/2016

Evidence of Completion

Sign-in sheets or meeting notices will serve as evidence

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

Data chats will be conducted

Person Responsible

Kenya Griffin

Schedule

Quarterly, from 10/29/2015 to 5/29/2016

Evidence of Completion

Sign-in sheets will serve as evidence

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

Data chats will be conducted

Person Responsible

Kenya Griffin

Schedule

Quarterly, from 10/29/2015 to 5/29/2016

Evidence of Completion

Sign-in sheets and documentation of data based decision making

G2.B4 Lack of school-wide standards or system for formative assessments **2**

 B187810

G2.B4.S1 School will adopt school-level standards and definitions for formative assessments **4**

 S199347

Strategy Rationale

Assessment practices need to be equitable

Action Step 1 **5**

Running Records will be conducted for profile 1 and 2 students

Person Responsible

Meredith Manuel

Schedule

Monthly, from 11/3/2015 to 5/29/2016

Evidence of Completion

Running records documentation from Reading A-Z will serve as evidence

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

Observations of teachers conducting running records will be conducted

Person Responsible

Delores Johnson

Schedule

Monthly, from 9/26/2015 to 5/29/2016

Evidence of Completion

Observations and feedback instruments, Running records and student data will serve as evidence

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

Observations of teachers conducting running records will be conducted

Person Responsible

Delores Johnson

Schedule

Monthly, from 11/3/2015 to 5/29/2016

Evidence of Completion

Observations and feedback instruments, Running records and student data will serve as evidence

G3. If all students receive high-quality interventions that meet their needs and are proactively implemented, then student achievement across all content areas will increase. 1

 G072022

G3.B1 Insufficient time and lack of understanding of intervention documentation. 2

 B187811

G3.B1.S1 Provide professional development on the Tier III implementation of SEAS software, including student PMP's. 4

 S199349

Strategy Rationale

To effectively implement the district's adopted framework to support Tier III students.

Action Step 1 5

Complete a PD overview of the SEAS Software and PMP process.

Person Responsible

Charanda Reshard

Schedule

On 9/9/2015

Evidence of Completion

Agenda and sign-in sheet

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

An agenda will be created with a participant sign-sheet.

Person Responsible

Kenya Griffin

Schedule

On 9/9/2015

Evidence of Completion

Agenda and sign-in sheet

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

Principal will conduct PMP checks using SEAS system.

Person Responsible

Kenya Griffin

Schedule

On 9/25/2015

Evidence of Completion

Student PMP's

G3.B1.S2 Attain paperwork clarity regarding Tier II students. 4

S199350

Strategy Rationale

To provide accurate professional development to meet the needs of intervention students.

Action Step 1 5

Attain clarity regarding Tier II paperwork and procedures.

Person Responsible

Charanda Reshard

Schedule

On 9/9/2015

Evidence of Completion

Current Tier II information

Action Step 2 5

Provide professional development regarding the Implementation of revised Tier II paperwork and procedures.

Person Responsible

Charanda Reshard

Schedule

On 9/9/2015

Evidence of Completion

PD agenda and minutes

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

RTI Team meetings and MT Team meetings, RTI documentation

Person Responsible

Charanda Reshard

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork

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

RTI Team meetings and MT Team meetings, RTI documentation

Person Responsible

Charanda Reshard

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork

G3.B1.S3 Schedule students into strategic intervention groups for push-in instructional services. 4

 S199351

Strategy Rationale

To strategically enable the instruction and monitoring of intervention students based on common data and need.

Action Step 1 5

The Interventionist and/or ESE teacher will assess, schedule, analyze student data and conference with classroom teachers to establish strategic student groupings.

Person Responsible

Kate Richardson

Schedule

On 4/30/2016

Evidence of Completion

RTI Paperwork, ESE lesson plans

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

RTI meetings, MRT meetings, RTI paperwork documentation, ESE lesson plans

Person Responsible

Kenya Griffin

Schedule

On 5/31/2016

Evidence of Completion

RTI documentation, ESE lesson plans, IEPs

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

Analyzed student performance data using SEAS and Performance Matters software.

Person Responsible

Kenya Griffin

Schedule

On 6/3/2016

Evidence of Completion

Student performance data, RTI documentation

G3.B2 Lack of effective intervention structure and organization. 2

 B187812

G3.B2.S1 Implement an Early Warning System based on student data to determine the placement of students within the intervention program. 4

 S199352

Strategy Rationale

To effectively place students in the intervention process based on data instead of teacher referrals.

Action Step 1 5

Use the following automatic triggers to determine placement in RTI: 1) Retention, 2) Previous Year's Placement in RTI, 3) FCAT Level 1 and Lower 25% of Level 2 for Reading or Math, 4) Acquisition of less than 7 letters by September 30 for Kindergarten students, 7) Not being able to write and/or count to 5 for Kindergarten students, 8) Attaining grades of D/F or N/U in reading or mathematics, 9) attaining less than 35% on a CGA

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

RTI Team Meeting Agenda and Minutes

Action Step 2 5

Inform school staff of the Automatic Data Triggers and how they will be used

Person Responsible

Charanda Reshard

Schedule

On 11/4/2015

Evidence of Completion

Faculty Meeting Agenda

Action Step 3 5

Conduct monthly RTI Team meetings to review early warning data collected

Person Responsible

Charanda Reshard

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

RTI Team Meeting Minutes

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

The Early Warning System will be monitored for fidelity by student performance data, RTI meetings, MT meetings

Person Responsible

Charanda Reshard

Schedule

Quarterly, from 10/1/2015 to 4/29/2016

Evidence of Completion

RTI Team Meeting Agenda, RTI documentation, student performance data

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

The Early Warning System will be monitored by RTI meetings, MT meetings, RTI documentation

Person Responsible

Charanda Reshard

Schedule

Quarterly, from 10/1/2014 to 4/30/2015

Evidence of Completion

RTI Team Meeting Agenda, RTI documentation, student performance data

G3.B2.S2 Revise the current RTI Procedures Manual. 4

 S199353

Strategy Rationale

To accurately outline RTI procedures so that all staff know their responsibilities.

Action Step 1 5

Get clarification on the current revision procedures

Person Responsible

Charanda Reshard

Schedule

On 10/30/2015

Evidence of Completion

New revision information update documentation

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Principal observation of completed revised RTI manual.

Person Responsible

Kenya Griffin

Schedule

Daily, from 10/13/2014 to 10/17/2014

Evidence of Completion

Completed revised RTI manual

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Principal observation of completed revised RTI manual.

Person Responsible

Kenya Griffin

Schedule

On 10/17/2014

Evidence of Completion

Completed revised RTI manual

G3.B2.S3 Hire a part-time tutor to provide reading and math Tier II intervention 4

 S199354

Strategy Rationale

More intervention staff are needed to increase the opportunities for students to receive RTI intervention services

Action Step 1 5

Hire a Title I tutor to provide Tier II interventions

Person Responsible

Kenya Griffin

Schedule

On 5/27/2016

Evidence of Completion

School Organizational Chart

Action Step 2 5

Implement the tutors in Tier II instruction.

Person Responsible

Kate Richardson

Schedule

On 6/5/2015

Evidence of Completion

RTI documentation

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

The tutors will be monitored through RTI Team meetings and student performance data.

Person Responsible

Kenya Griffin

Schedule

Monthly, from 11/1/2015 to 6/3/2016

Evidence of Completion

RTI Team meeting agenda and minutes, MT Team meeting agenda minutes, RTI documentation, student performance data

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

The tutors will be monitored through RTI Team meetings, MT Team meetings, and student performance data.

Person Responsible

Kenya Griffin

Schedule

On 11/1/2015

Evidence of Completion

RTI Team meeting agenda and minutes, MT Team meeting agenda minutes, RTI documentation, student performance data

G3.B3 Insufficient structure for increasing the language and academic proficiency in the ESOL population.

2

 B187813

G3.B3.S1 Secure and implement the Rosetta Stone software for all 2nd-5th grade Level 1 and select Level 2 students. 4

 S199355

Strategy Rationale

To increase language proficiency to promote the academic growth in English Language Learners.

Action Step 1 5

Secure the Rosetta Stone software for all 2nd-5th grade Level 1 and select Level 2 students.

Person Responsible

Kenya Griffin

Schedule

On 6/3/2016

Evidence of Completion

Purchase documentation

Action Step 2 5

Implement the Rosetta Stone software for all 2nd-5th grade Level 1 and select Level 2 students.

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

Student performance data

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

The Rosetta Stone software will be monitored for fidelity of implementation through teacher observation as well as teacher and student conferencing feedback.

Person Responsible

Schedule

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

Evidence of Completion

Student performance data, conference logs

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

The program will be monitored for effectiveness through student performance data

Person Responsible

Charanda Reshard

Schedule

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

Evidence of Completion

Cella test scores, classroom performance data, student demonstration of language proficiency

G3.B3.S2 Incorporate an ESOL push-in instructional model vs a pull-out model. 4

S199356

Strategy Rationale

To increase the integration of regular classroom activities into the instructional practices.

Action Step 1 5

Create a list of students who need to schedule for push-in ESOL instruction.

Person Responsible

Charanda Reshard

Schedule

On 2/29/2016

Evidence of Completion

List of ESOL students

Action Step 2 5

Collaboration with classroom teachers to discuss and plan for ESOL push-in model.

Person Responsible

Kenya Griffin

Schedule

Monthly, from 9/1/2015 to 9/30/2015

Evidence of Completion

Collaboration time minutes

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

The ESOL push-in model will be monitored through student performance data, teacher collaboration minutes, classroom observations.

Person Responsible

Schedule

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

Evidence of Completion

Student performance data, teacher documentation, teacher collaboration minutes

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

The ESOL push-in model will be monitored for effectiveness through the use of student performance data, teacher observations, teacher documentation, RTI Team meetings, and MT meetings.

Person Responsible

Schedule

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

Evidence of Completion

Teacher documentation, student performance data, teacher observations, RTI and MT Team meetings agenda and minutes

G3.B3.S3 Provide ESOL professional development opportunities for staff. 4

 S199357

Strategy Rationale

To increase the knowledge and use of ESOL strategies as the ESOL demographics continue to increase within the school.

Action Step 1 5

Complete a PD regarding knowledge, resources, and implementation of ESOL strategies including WIDA standards

Person Responsible

Charanda Reshard

Schedule

On 9/30/2015

Evidence of Completion

agenda and sign-in sheet

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

ESOL professional development opportunities will be monitored for fidelity through classroom walk-throughs, teacher observations, student performance data.

Person Responsible

Kenya Griffin

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

PD Agenda, sign-in sheet, classroom walk-through feedback forms, teacher observation feedback forms, student performance data

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

ESOL professional development opportunities will be monitored for effectiveness through classroom walk-throughs, teacher observations, student performance data.

Person Responsible

Kenya Griffin

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

PD Agenda, sign-in sheet, classroom walk-through feedback forms, teacher observation feedback forms, student performance data

G3.B3.S4 Modeling by District Specialist 4

S199358

Strategy Rationale

To increase the knowledge and understanding of how to implement effective ESOL strategies.

Action Step 1 5

District specialist will model effective ESOL strategies and share knowledge and resources with classroom teachers.

Person Responsible

Kenya Griffin

Schedule

On 3/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S4 6

District Specialist development opportunities will be monitored for fidelity through classroom modeling of effective interventions and strategies for ESOL students.

Person Responsible

Kenya Griffin

Schedule

On 5/27/2016

Evidence of Completion

Student performance data and increase in language proficiency

Plan to Monitor Effectiveness of Implementation of G3.B3.S4 7

Review of New Statewide Access English Language Proficiency Data

Person Responsible

Kenya Griffin

Schedule

On 7/29/2016

Evidence of Completion

Student performance data and language proficiency

G3.B3.S5 Provide professional development to staff on WIDA standards. 4

 S199359

Strategy Rationale

To increase the knowledge and understanding of WIDA as it relates to student academic growth success.

Action Step 1 5

Provide professional development to staff on WIDA standards.

Person Responsible

Charanda Reshard

Schedule

On 9/23/2015

Evidence of Completion

PD agenda and minutes

Plan to Monitor Fidelity of Implementation of G3.B3.S5 6

Lesson plan checks, classroom walk-throughs and observations

Person Responsible

Kenya Griffin

Schedule

Monthly, from 10/6/2015 to 6/3/2016

Evidence of Completion

Lesson plan checks, classroom walk-throughs and observation feedback

Plan to Monitor Effectiveness of Implementation of G3.B3.S5 7

Lesson plan checks, classroom walk-throughs and observations

Person Responsible

Kenya Griffin

Schedule

Monthly, from 10/6/2015 to 6/3/2016

Evidence of Completion

Lesson plan checks, classroom walk-throughs and observation feedback

G4. If our students have a high average daily attendance rate, academic achievement will increase. 1

G072023

G4.B1 Parents do not understand that attendance in the early years matters for academic success. 2

B187814

G4.B1.S1 Promote a culture of attendance that educates parents about the value of the learning/skill development that begins with school entry. 4

S199361

Strategy Rationale

From Kindergarten to 5th grade, parents need to understand the importance of school attendance and how it corresponds to success in school and later in life

Action Step 1 5

Attendance Awareness Campaign

Person Responsible

Charanda Reshard

Schedule

On 12/18/2015

Evidence of Completion

Parent Flyers and Newsletters

Action Step 2 5

Teachers will emphasize attendance during parent-teacher conferences

Person Responsible

Charanda Reshard

Schedule

On 6/3/2016

Evidence of Completion

Parent Conference Logs

Action Step 3 5

Offer orientation/education for parents new to the school that emphasizes regular attendance.

Person Responsible

Charanda Reshard

Schedule

Quarterly, from 12/1/2015 to 5/6/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrative review of parent logs and Title I School Compacts

Person Responsible

Delores Johnson

Schedule

Quarterly, from 1/4/2016 to 5/6/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administrative Review of Attendance Data

Person Responsible

Delores Johnson

Schedule

Monthly, from 12/1/2015 to 6/3/2016

Evidence of Completion

Monthly average daily attendance will be report to stakeholder groups

G4.B2 Students are not encouraged to attend school. 2

 B187815

G4.B2.S1 Promote a culture of attendance that provides students with incentives to attend school 4

 S199362

Strategy Rationale

School should provide another means of support for students by encouraging them to attend school on a regular basis.

Action Step 1 5

Provide incentives/rewards/recognition for good attendance.

Person Responsible

Charanda Reshard

Schedule

Monthly, from 12/1/2015 to 6/3/2016

Evidence of Completion

Weekly and monthly reports

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Administrative review of monthly reports

Person Responsible

Delores Johnson

Schedule

Monthly, from 1/4/2016 to 5/27/2016

Evidence of Completion

Collection of monthly reports

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Administrative Review of Attendance Data

Person Responsible

Delores Johnson

Schedule

On 5/27/2016

Evidence of Completion

Monthly Attendance Reports

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.S2.A1	Provide a Professional Learning Community (PLC) and Instructional Support to help teachers with development of lesson plans using the GRRM.	Manuel, Meredith	10/12/2015	Agenda and sign-in sheet	10/30/2015 one-time
G1.B1.S3.A1	The school will implement the Word of the Week (WOW) program.	Manuel, Meredith	9/1/2015	Weekly emails to faculty and staff providing updates to this program	5/27/2016 weekly
G1.B1.S4.A1	A school-wide reading incentive program (Accelerated Reader) that encourages students to set goals in their daily reading rewarding students on a quarterly basis with a celebration.	Manuel, Meredith	9/21/2015	Data of student achievement and use of the program is embedded in the Accelerated Reader internet program.	5/27/2016 daily
G1.B1.S5.A1	Provide PLC in effective conferencing in writing as it relates to LAFS and the Duval Reads Writing Lessons	Manuel, Meredith	11/2/2015	Agenda and sign-in sheet	11/20/2015 one-time
G1.B1.S6.A1	Professional Development on Using Achieve 3000 Instructional Features	Manuel, Meredith	10/19/2015	Use of complex text daily by students	10/30/2015 daily
G1.B2.S1.A1	Complete PD Review of Four Pillars of Excellent Instruction	Griffin, Kenya	10/7/2015	Agenda and Signature Page of PD sign-in sheet	10/14/2015 one-time
G1.B2.S2.A1	Meet with Instructional Support Team to set up parameters for Four Pillars Lesson Study on Rigorous Content	Griffin, Kenya	11/5/2015	Instructional Support Team Agenda and Minutes	11/30/2015 weekly
G1.B4.S1.A1	Provide professional development sessions on Duval Reads during common planning sessions	Manuel, Meredith	9/1/2015	Common Planning Agendas	10/30/2015 biweekly
G1.B5.S1.A1	Complete a PD Overview of the 8 Mathematical Practices Standards	Griffin, Kenya	10/7/2015	Agenda and sign-in sheet	10/7/2015 one-time
G1.B5.S2.A1	Provide PLC during common planning sessions on our implementation of center rotations.	Griffin, Kenya	8/31/2015	Agenda and sign-in sheet.	12/19/2015 monthly
G1.B5.S3.A1	Complete a PD Overview of creating/ using and evaluating performance tasks in instruction and assessment.	Griffin, Kenya	11/4/2015	Agenda and sign-in sheet.	11/4/2015 one-time
G1.B5.S4.A1	Provide PLC for Overview of effective lesson planning using the new CLG.	Griffin, Kenya	8/27/2015	Agenda and sign-in sheet	9/30/2015 one-time

Duval - 0871 - Englewood Elementary School - 2015-16 SIP
Englewood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S5.A1	Incentive program for students becoming fluent in grade level standards in their math facts.	Griffin, Kenya	11/2/2015	Provide weekly announcements and incentives to students who reach fact fluency goals.	5/27/2016 quarterly
G2.B1.S2.A1	Teachers will conduct running records.	Johnson, Delores	11/2/2015	To determine completion of this activity, data from running records will be collected for profile 1 and 2 students.	5/27/2016 monthly
G2.B3.S1.A1	A district facilitated Performance Matters training will be held at the school for teachers in need of training	Griffin, Kenya	11/18/2015	A sign-in sheet will serve as documentation	11/18/2015 one-time
G2.B3.S2.A1	Data coaching sessions will be made available upon teacher request	Griffin, Kenya	11/2/2015	Sign-in sheets or meeting notices will serve as evidence	5/29/2016 monthly
G2.B4.S1.A1	Running Records will be conducted for profile 1 and 2 students	Manuel, Meredith	11/3/2015	Running records documentation from Reading A-Z will serve as evidence	5/29/2016 monthly
G3.B1.S1.A1	Complete a PD overview of the SEAS Software and PMP process.	Reshard, Charanda	9/9/2015	Agenda and sign-in sheet	9/9/2015 one-time
G3.B1.S2.A1	Attain clarity regarding Tier II paperwork and procedures.	Reshard, Charanda	9/9/2015	Current Tier II information	9/9/2015 one-time
G3.B1.S3.A1	The Interventionist and/or ESE teacher will assess, schedule, analyze student data and conference with classroom teachers to establish strategic student groupings.	Richardson, Kate	9/1/2015	RTI Paperwork, ESE lesson plans	4/30/2016 one-time
G3.B2.S1.A1	Use the following automatic triggers to determine placement in RTI: 1) Retention,) Previous Year's Placement in RTI, 3) FCAT Level 1 and Lower 25% of Level 2 for Reading or Math, 4) Acquisition of less than 7 letters by September 30 for Kindergarten students, 7) Not being able to write and/or count to 5 for Kindergarten students, 8) Attaining grades of D/F or N/U in reading or mathematics, 9) attaining less than 35% on a CGA	Griffin, Kenya	10/1/2015	RTI Team Meeting Agenda and Minutes	5/27/2016 quarterly
G3.B2.S2.A1	Get clarification on the current revision procedures	Reshard, Charanda	10/1/2015	New revision information update documentation	10/30/2015 one-time
G3.B2.S3.A1	Hire a Title I tutor to provide Tier II interventions	Griffin, Kenya	1/4/2016	School Organizational Chart	5/27/2016 one-time
G3.B3.S1.A1	Secure the Rosetta Stone software for all 2nd-5th grade Level 1 and select Level 2 students.	Griffin, Kenya	10/1/2015	Purchase documentation	6/3/2016 one-time
G3.B3.S2.A1	Create a list of students who need to schedule for push-in ESOL instruction.	Reshard, Charanda	10/1/2015	List of ESOL students	2/29/2016 one-time
G3.B3.S3.A1	Complete a PD regarding knowledge, resources, and implementation of ESOL strategies including WIDA standards	Reshard, Charanda	9/1/2015	agenda and sign-in sheet	9/30/2015 one-time
G3.B3.S4.A1	District specialist will model effective ESOL strategies and share knowledge and resources with classroom teachers.	Griffin, Kenya	9/1/2015		3/31/2016 one-time
G3.B3.S5.A1	Provide professional development to staff on WIDA standards.	Reshard, Charanda	9/23/2015	PD agenda and minutes	9/23/2015 one-time
G4.B1.S1.A1	Attendance Awareness Campaign	Reshard, Charanda	12/1/2015	Parent Flyers and Newsletters	12/18/2015 one-time
G4.B2.S1.A1	Provide incentives/rewards/recognition for good attendance.	Reshard, Charanda	12/1/2015	Weekly and monthly reports	6/3/2016 monthly
G1.B2.S2.A2	PLC Lesson Study on Rigorous Content	Johnson, Delores	11/16/2015	PLC Agenda and Work Products	11/27/2015 biweekly
G1.B4.S1.A2	Provide professional development sessions on Duval math during common planning sessions	Griffin, Kenya	9/1/2015	Common Planning Agendas	10/30/2015 biweekly

Duval - 0871 - Englewood Elementary School - 2015-16 SIP
Englewood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A2	Provide professional development regarding the implementation of revised Tier II paperwork and procedures.	Reshard, Charanda	9/9/2015	PD agenda and minutes	9/9/2015 one-time
G3.B2.S1.A2	Inform school staff of the Automatic Data Triggers and how they will be used	Reshard, Charanda	11/4/2015	Faculty Meeting Agenda	11/4/2015 one-time
G3.B2.S3.A2	Implement the tutors in Tier II instruction.	Richardson, Kate	11/1/2014	RTI documentation	6/5/2015 one-time
G3.B3.S1.A2	Implement the Rosetta Stone software for all 2nd-5th grade Level 1 and select Level 2 students.	Griffin, Kenya	10/1/2015	Student performance data	6/5/2016 daily
G3.B3.S2.A2	Collaboration with classroom teachers to discuss and plan for ESOL push-in model.	Griffin, Kenya	9/1/2015	Collaboration time minutes	9/30/2015 monthly
G4.B1.S1.A2	Teachers will emphasize attendance during parent-teacher conferences	Reshard, Charanda	12/1/2015	Parent Conference Logs	6/3/2016 one-time
G1.B2.S2.A3	PLC Lesson Study on Student Demonstration of Knowledge	Manuel, Meredith	12/7/2015	PLC Agenda and Work Products	12/18/2015 biweekly
G3.B2.S1.A3	Conduct monthly RTI Team meetings to review early warning data collected	Reshard, Charanda	9/1/2015	RTI Team Meeting Minutes	5/27/2016 monthly
G4.B1.S1.A3	Offer orientation/education for parents new to the school that emphasizes regular attendance.	Reshard, Charanda	12/1/2015		5/6/2016 quarterly
G1.B2.S2.A4	PLC Lesson Study on Student Engagement	Manuel, Meredith	1/4/2016	PLC Agenda and Work Products	1/15/2016 biweekly
G1.MA1	Achieve, iReady, and Science Assessments will be analyzed	Griffin, Kenya	10/5/2015	Scores on Specified Assessments	5/27/2016 triannually
G1.B2.S1.MA1	Achieve, iReady, and Science Assessments will be analyzed	Griffin, Kenya	12/1/2015	Various subject matter data reports	5/27/2016 monthly
G1.B2.S1.MA1	Administrative review of professional development offerings	Griffin, Kenya	12/1/2015	Review of teacher exit tickets	12/1/2015 one-time
G1.B4.S1.MA1	Data monitoring	Johnson, Delores	9/7/2015	Leadership team will examine data collected from walkthroughs, classroom assessments, and blending learning assessments	5/27/2016 monthly
G1.B4.S1.MA1	Leadership team will conduct walkthroughs of topics covered during the professional development sessions	Johnson, Delores	9/7/2015	Leadership team members will examine lesson implementation, work products, and classroom artifacts for compliance and fidelity.	10/30/2015 weekly
G1.B5.S1.MA1	Focus walk-through by instructional support staff and collaboration/support/modeling with math coach to help implementation of mathematical practices.	Griffin, Kenya	10/21/2015	Leadership will use mathematical practice graphic organizer to document evidence of practices seen in classroom focus walk-throughs.	10/21/2015 one-time
G1.B5.S1.MA1	An agenda will be created with a participant sign-in sheet.	Griffin, Kenya	10/7/2015	Sign-in sheet and Agenda	10/7/2015 one-time
G1.B1.S2.MA1	Instructional Support Team will provide support through walk-throughs, and with collaboration in planning effective lessons using the GRRM.	Johnson, Delores	10/19/2015	Walk-throughs and observations	10/30/2015 one-time
G1.B1.S2.MA1	An agenda will be created with a participant sign-sheet.	Manuel, Meredith	10/12/2015	Agenda and sign-in sheet	10/30/2015 one-time
G1.B2.S2.MA1	Achieve, iReady, and Science Data will be analyzed	Griffin, Kenya	8/24/2015	Assessment Data Reports will be analyzed	5/27/2016 triannually
G1.B2.S2.MA1	Instructional Walkthroughs will be conducted to provide feedback on all Four Pillars of Excellent Instruction	Griffin, Kenya	10/5/2015	Instructional Walkthrough Rubrics	2/12/2016 monthly
G1.B5.S2.MA1	Leadership team will provide support through walk-throughs, and with	Jensen, Martin	9/24/2015	Walk-throughs and lesson plan checks	10/31/2015 biweekly

Duval - 0871 - Englewood Elementary School - 2015-16 SIP
Englewood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	collaboration, data analysis and planning in implementing centers.				
G1.B5.S2.MA1	An agenda will be created with a participant sign-sheet.	Griffin, Kenya	9/1/2015	Agenda and sign-in sheet.	9/1/2015 monthly
G1.B1.S3.MA1	Incentives are given to students who use the WOW accurately in conversation and academic work.	Manuel, Meredith	9/7/2015	Teacher fidelity and daily observations and rewards.	5/27/2016 daily
G1.B1.S3.MA1	The Reading Coach will display Word of the Week on the bulletin board, using definitions, synonyms and antonyms. Word announced daily with incentives for students using the word in their work and academic conversation.	Manuel, Meredith	9/3/2014	Bulletin board, daily school-wide announcements, and accountability by teachers.	5/31/2015 weekly
G1.B5.S3.MA1	Observation of performance tasks in centers, assessments and lesson plans	Griffin, Kenya	11/5/2014	Walk-throughs, lesson plan checks	11/5/2014 one-time
G1.B5.S3.MA1	An agenda will be created as well as a participant sign-in sheet.	Griffin, Kenya	11/4/2015	Agenda and sign-in sheet	11/4/2015 one-time
G1.B1.S4.MA1	Teachers check their reading logs and data online.	Manuel, Meredith	9/21/2015	Reading logs and online data	5/27/2016 monthly
G1.B1.S4.MA1	Students keep daily reading logs and take AR tests to earn points toward reaching their reading goals.	Johnson, Delores	9/21/2015	Data from AR website	5/29/2016 daily
G1.B5.S4.MA1	Lesson plans will be checked	Griffin, Kenya	9/17/2015	Lesson plans and walk-throughs to see fidelity of lesson plans.	4/29/2016 weekly
G1.B5.S4.MA1	An agenda will be created as well as a participant sign-in sheet	Griffin, Kenya	8/27/2015	Agenda and sign-in sheet	9/3/2015 one-time
G1.B1.S5.MA1	Leadership Team will provide support through walk-throughs, and with collaboration in implementing effective conferencing.	Nevin, Marion	11/23/2015	Walk-throughs and observations and writing journals/anecdotal notes	12/4/2015 one-time
G1.B1.S5.MA1	An agenda will be created with a participant sign-sheet.		11/9/2015	Agenda and sign-in sheet	11/20/2015 one-time
G1.B5.S5.MA1	Math coach will monitor data on xtramath website.	Griffin, Kenya	10/1/2015	online data/ teacher data	5/27/2016 weekly
G1.B5.S5.MA1	Math committee will have quarterly incentives for students achieving math facts goals.	Griffin, Kenya	10/1/2015	incentives given, certificates, data	5/31/2016 weekly
G1.B1.S6.MA1	Walk-throughs, lesson plan checks and observations will be conducted.	Johnson, Delores	10/19/2015	Walk-throughs, lesson plan checks, observations	12/4/2015 weekly
G1.B1.S6.MA1	Teachers in Grades 3-5 will utilize Achieve 3000 in their weekly instruction.	Johnson, Delores	11/3/2014	Lesson plans, online data of student usage, classroom work samples	5/27/2016 weekly
G2.MA1	To determine progress towards the goal and/or target, student data will be collected from the assessment administrations.	Johnson, Delores	10/29/2015	Student data will be collected from the assessment administrations.	5/29/2016 monthly
G2.B3.S1.MA1	Data chats will be conducted	Griffin, Kenya	10/29/2015	Observations and documentation of using data to make instructional decisions	5/27/2016 quarterly
G2.B3.S1.MA1	Data chats will be conducted	Griffin, Kenya	10/29/2015	Observations and documentation of using data to make instructional decisions	5/29/2016 quarterly
G2.B4.S1.MA1	Observations of teachers conducting running records will be conducted	Johnson, Delores	11/3/2015	Observations and feedback instruments, Running records and student data will serve as evidence	5/29/2016 monthly
G2.B4.S1.MA1	Observations of teachers conducting running records will be conducted	Johnson, Delores	9/26/2015	Observations and feedback instruments, Running records and student data will serve as evidence	5/29/2016 monthly
G2.B1.S2.MA1	To monitor and support the effectiveness, observations will be	Johnson, Delores	9/26/2015	Student data will be monitored and observations will be conducted.	5/27/2016 monthly

Duval - 0871 - Englewood Elementary School - 2015-16 SIP
Englewood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	conducted and student data will be monitored.				
G2.B1.S2.MA1	To monitor and support the fidelity of implementation, observations will be conducted and running record documentation will be reviewed.	Johnson, Delores	10/29/2015	Documentation from observations and samples of running records will be collected.	5/29/2016 monthly
G2.B3.S2.MA1	Data chats will be conducted	Griffin, Kenya	10/29/2015	Sign-in sheets and documentation of data based decision making	5/29/2016 quarterly
G2.B3.S2.MA1	Data chats will be conducted	Griffin, Kenya	10/29/2015	Sign-in sheets will serve as evidence	5/29/2016 quarterly
G3.MA1	iReady Diagnostic Data for Students will be reviewed in January and May 2016	Reshard, Charanda	1/1/2016	RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork	6/3/2016 monthly
G3.B1.S1.MA1	Principal will conduct PMP checks using SEAS system.	Griffin, Kenya	9/25/2015	Student PMP's	9/25/2015 one-time
G3.B1.S1.MA1	An agenda will be created with a participant sign-sheet.	Griffin, Kenya	9/9/2015	Agenda and sign-in sheet	9/9/2015 one-time
G3.B2.S1.MA1	The Early Warning System will be monitored by RTI meetings, MT meetings, RTI documentation	Reshard, Charanda	10/1/2014	RTI Team Meeting Agenda, RTI documentation, student performance data	4/30/2015 quarterly
G3.B2.S1.MA1	The Early Warning System will be monitored for fidelity by student performance data, RTI meetings, MT meetings	Reshard, Charanda	10/1/2015	RTI Team Meeting Agenda, RTI documentation, student performance data	4/29/2016 quarterly
G3.B3.S1.MA1	The program will be monitored for effectiveness through student performance data	Reshard, Charanda	10/1/2015	Cella test scores, classroom performance data, student demonstration of language proficiency	6/5/2016 quarterly
G3.B3.S1.MA1	The Rosetta Stone software will be monitored for fidelity of implementation through teacher observation as well as teacher and student conferencing feedback.		10/1/2015	Student performance data, conference logs	6/3/2016 quarterly
G3.B1.S2.MA1	RTI Team meetings and MT Team meetings, RTI documentation	Reshard, Charanda	9/8/2015	RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork	6/3/2016 monthly
G3.B1.S2.MA1	RTI Team meetings and MT Team meetings, RTI documentation	Reshard, Charanda	9/8/2015	RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork	6/3/2016 monthly
G3.B2.S2.MA1	Principal observation of completed revised RTI manual.	Griffin, Kenya	10/17/2014	Completed revised RTI manual	10/17/2014 one-time
G3.B2.S2.MA1	Principal observation of completed revised RTI manual.	Griffin, Kenya	10/13/2014	Completed revised RTI manual	10/17/2014 daily
G3.B3.S2.MA1	The ESOL push-in model will be monitored for effectiveness through the use of student performance data, teacher observations, teacher documentation, RTI Team meetings, and MT meetings.		10/1/2015	Teacher documentation, student performance data, teacher observations, RTI and MT Team meetings agenda and minutes	6/3/2016 monthly
G3.B3.S2.MA1	The ESOL push-in model will be monitored through student performance data, teacher collaboration minutes, classroom observations.		10/1/2015	Student performance data, teacher documentation, teacher collaboration minutes	6/3/2016 monthly
G3.B1.S3.MA1	Analyzed student performance data using SEAS and Performance Matters software.	Griffin, Kenya	11/1/2015	Student performance data, RTI documentation	6/3/2016 one-time
G3.B1.S3.MA1	RTI meetings, MRT meetings, RTI paperwork documentation, ESE lesson plans	Griffin, Kenya	8/25/2015	RTI documentation, ESE lesson plans, IEPs	5/31/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S3.MA1	The tutors will be monitored through RTI Team meetings, MT Team meetings, and student performance data.	Griffin, Kenya	11/1/2015	RTI Team meeting agenda and minutes, MT Team meeting agenda minutes, RTI documentation, student performance data	11/1/2015 one-time
G3.B2.S3.MA1	The tutors will be monitored through RTI Team meetings and student performance data.	Griffin, Kenya	11/1/2015	RTI Team meeting agenda and minutes, MT Team meeting agenda minutes, RTI documentation, student performance data	6/3/2016 monthly
G3.B3.S3.MA1	ESOL professional development opportunities will be monitored for effectiveness through classroom walk-throughs, teacher observations, student performance data.	Griffin, Kenya	9/7/2015	PD Agenda, sign-in sheet, classroom walk-through feedback forms, teacher observation feedback forms, student performance data	6/3/2016 monthly
G3.B3.S3.MA1	ESOL professional development opportunities will be monitored for fidelity through classroom walk-throughs, teacher observations, student performance data.	Griffin, Kenya	9/7/2015	PD Agenda, sign-in sheet, classroom walk-through feedback forms, teacher observation feedback forms, student performance data	6/3/2016 monthly
G3.B3.S4.MA1	Review of New Statewide Access English Language Proficiency Data	Griffin, Kenya	7/1/2016	Student performance data and language proficiency	7/29/2016 one-time
G3.B3.S4.MA1	District Specialist development opportunities will be monitored for fidelity through classroom modeling of effective interventions and strategies for ESOL students.	Griffin, Kenya	1/4/2016	Student performance data and increase in language proficiency	5/27/2016 one-time
G3.B3.S5.MA1	Lesson plan checks, classroom walk-throughs and observations	Griffin, Kenya	10/6/2015	Lesson plan checks, classroom walk-throughs and observation feedback	6/3/2016 monthly
G3.B3.S5.MA1	Lesson plan checks, classroom walk-throughs and observations	Griffin, Kenya	10/6/2015	Lesson plan checks, classroom walk-throughs and observation feedback	6/3/2016 monthly
G4.MA1	Administrative Review of Attendance Data	Johnson, Delores	12/1/2015	Monthly attendance reports	6/3/2016 monthly
G4.B1.S1.MA1	Administrative Review of Attendance Data	Johnson, Delores	12/1/2015	Monthly average daily attendance will be report to stakeholder groups	6/3/2016 monthly
G4.B1.S1.MA1	Administrative review of parent logs and Title I School Compacts	Johnson, Delores	1/4/2016		5/6/2016 quarterly
G4.B2.S1.MA1	Administrative Review of Attendance Data	Johnson, Delores	1/4/2016	Monthly Attendance Reports	5/27/2016 one-time
G4.B2.S1.MA1	Administrative review of monthly reports	Johnson, Delores	1/4/2016	Collection of monthly reports	5/27/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If all students receive a standards-driven curriculum that addresses the following Four Pillars of Excellent Instruction: Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement, then student achievement will increase across all academic areas.

G1.B1 Lack of Knowledge of Language Arts/Florida Standards (LAFS)

G1.B1.S2 Continue efforts at developing planning for Gradual Release of Responsibility Model (GRRM) of Instruction within the Duval Reads Curriculum

PD Opportunity 1

Provide a Professional Learning Community (PLC) and Instructional Support to help teachers with development of lesson plans using the GRRM.

Facilitator

Meredith Manuel

Participants

Language Arts Teachers

Schedule

On 10/30/2015

G1.B1.S5 Provide professional development to increase the amount and quality of teacher-student conferencing in writing.

PD Opportunity 1

Provide PLC in effective conferencing in writing as it relates to LAFS and the Duval Reads Writing Lessons

Facilitator

Meredith Manuel

Participants

All Teachers

Schedule

On 11/20/2015

G1.B1.S6 Increase the use of complex text in all grade levels during small group instruction

PD Opportunity 1

Professional Development on Using Achieve 3000 Instructional Features

Facilitator

Meredith Manuel

Participants

Grades 3-5 ELA Teachers

Schedule

Daily, from 10/19/2015 to 10/30/2015

G1.B2 Lack of Knowledge of Four Pillars of Excellent Instruction (Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement)

G1.B2.S1 Provide Professional Development Review of the Four Pillars of Excellent Instruction

PD Opportunity 1

Complete PD Review of Four Pillars of Excellent Instruction

Facilitator

Kenya Griffin, Principal

Participants

All Faculty

Schedule

On 10/14/2015

G1.B2.S2 Complete PLC Lesson Study on the best practices within each of the Four Pillars

PD Opportunity 1

PLC Lesson Study on Rigorous Content

Facilitator

Meredith Manuel

Participants

All K-5 Teachers, Varying Exceptionalities Teachers

Schedule

Biweekly, from 11/16/2015 to 11/27/2015

PD Opportunity 2

PLC Lesson Study on Student Demonstration of Knowledge

Facilitator

Meredith Manuel

Participants

All K-5 Teachers, Varying Exceptionalities Teachers

Schedule

Biweekly, from 12/7/2015 to 12/18/2015

PD Opportunity 3

PLC Lesson Study on Student Engagement

Facilitator

Marion Nevin

Participants

All K-5 Teachers, Varying Exceptionalities Teachers

Schedule

Biweekly, from 1/4/2016 to 1/15/2016

G1.B4 Lack of Knowledge of Duval Reads and Duval Math Curricula

G1.B4.S1 Conduct Professional Development on New Duval Reads and Duval Math Curriculum

PD Opportunity 1

Provide professional development sessions on Duval Reads during common planning sessions

Facilitator

Meredith Manuel

Participants

All ELA Teachers

Schedule

Biweekly, from 9/1/2015 to 10/30/2015

PD Opportunity 2

Provide professional development sessions on Duval math during common planning sessions

Facilitator

Kenya Griffin

Participants

All Math Teachers

Schedule

Biweekly, from 9/1/2015 to 10/30/2015

G1.B5 Lack of Knowledge of New Common Core/Mathematics Florida Standards (MAFS)

G1.B5.S1 Provide Professional Development for the Implementation of the Eight Mathematical Standards.

PD Opportunity 1

Complete a PD Overview of the 8 Mathematical Practices Standards

Facilitator

Kenya Griffin

Participants

All Math teachers

Schedule

On 10/7/2015

G1.B5.S2 Provide a PLC and Instructional Support, to help teachers with collaboration, data analysis and planning in implementing centers in the mathematical instructional framework.

PD Opportunity 1

Provide PLC during common planning sessions on our implementation of center rotations.

Facilitator

Kenya Griffin

Participants

Math Teachers

Schedule

Monthly, from 8/31/2015 to 12/19/2015

G1.B5.S3 Provide Professional Development with using performance tasks in classroom instruction and assessment in mathematics.

PD Opportunity 1

Complete a PD Overview of creating/using and evaluating performance tasks in instruction and assessment.

Facilitator

Kenya Griffin

Participants

Math Teachers

Schedule

On 11/4/2015

G1.B5.S4 Provide PLCs where effective lesson planning using the new Curriculum Learning Guides may occur.

PD Opportunity 1

Provide PLC for Overview of effective lesson planning using the new CLG.

Facilitator

Jensen, Martin

Participants

Math Teachers

Schedule

On 9/30/2015

G2. If all instructional decisions will be made based on data from a variety of sources, then student achievement will increase across all academic areas.

G2.B1 Not Enough Data Sources

G2.B1.S2 K-5 teachers will assess student fluency at regular intervals.

PD Opportunity 1

Teachers will conduct running records.

Facilitator

Assistant Principal, Reading Coach, Reading Interventionists, and Expert Teacher

Participants

K-5 teachers

Schedule

Monthly, from 11/2/2015 to 5/27/2016

G2.B3 Lack of Teacher Expertise in Analyzing Data

G2.B3.S1 Teachers will be trained on how to utilize Performance Matters to access and manipulate data

PD Opportunity 1

A district facilitated Performance Matters training will be held at the school for teachers in need of training

Facilitator

DAT Specialist

Participants

K-5 teachers

Schedule

On 11/18/2015

G2.B3.S2 Teachers will be provided opportunities to receive non-evaluative feedback on their data monitoring practices

PD Opportunity 1

Data coaching sessions will be made available upon teacher request

Facilitator

Principal, Assistant Principal, Reading Coach, or Math Coach

Participants

K-5 Teachers

Schedule

Monthly, from 11/2/2015 to 5/29/2016

G2.B4 Lack of school-wide standards or system for formative assessments

G2.B4.S1 School will adopt school-level standards and definitions for formative assessments

PD Opportunity 1

Running Records will be conducted for profile 1 and 2 students

Facilitator

Assistant Principal, Reading Coach, Reading Interventionist, or Expert Teachers

Participants

K-5 Teachers

Schedule

Monthly, from 11/3/2015 to 5/29/2016

G3. If all students receive high-quality interventions that meet their needs and are proactively implemented, then student achievement across all content areas will increase.

G3.B1 Insufficient time and lack of understanding of intervention documentation.

G3.B1.S1 Provide professional development on the Tier III implementation of SEAS software, including student PMP's.

PD Opportunity 1

Complete a PD overview of the SEAS Software and PMP process.

Facilitator

Reshard and Richardson

Participants

School faculty

Schedule

On 9/9/2015

G3.B1.S2 Attain paperwork clarity regarding Tier II students.

PD Opportunity 1

Provide professional development regarding the Implementation of revised Tier II paperwork and procedures.

Facilitator

Reshard

Participants

All Instructional Staff

Schedule

On 9/9/2015

G3.B3 Insufficient structure for increasing the language and academic proficiency in the ESOL population.

G3.B3.S5 Provide professional development to staff on WIDA standards.

PD Opportunity 1

Provide professional development to staff on WIDA standards.

Facilitator

Mary Ellen Taormina

Participants

All Faculty and Staff

Schedule

On 9/23/2015

G4. If our students have a high average daily attendance rate, academic achievement will increase.

G4.B1 Parents do not understand that attendance in the early years matters for academic success.

G4.B1.S1 Promote a culture of attendance that educates parents about the value of the learning/skill development that begins with school entry.

PD Opportunity 1

Teachers will emphasize attendance during parent-teacher conferences

Facilitator

Charanda Reshard

Participants

All Certificated Staff

Schedule

On 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S2.A1	Provide a Professional Learning Community (PLC) and Instructional Support to help teachers with development of lesson plans using the GRRM.				\$0.00
2	G1.B1.S3.A1	The school will implement the Word of the Week (WOW) program.				\$0.00
3	G1.B1.S4.A1	A school-wide reading incentive program (Accelerated Reader) that encourages students to set goals in their daily reading rewarding students on a quarterly basis with a celebration.				\$3,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$3,200.00
Notes: Dollar General Literacy Grant for purpose of purchasing Accelerated Reader and STAR reading assessment \$3200						
			District-Wide	Other		\$600.00
Notes: Incentives for Students						
4	G1.B1.S5.A1	Provide PLC in effective conferencing in writing as it relates to LAFS and the Duval Reads Writing Lessons				\$0.00
5	G1.B1.S6.A1	Professional Development on Using Achieve 3000 Instructional Features				\$0.00
6	G1.B2.S1.A1	Complete PD Review of Four Pillars of Excellent Instruction				\$0.00
7	G1.B2.S2.A1	Meet with Instructional Support Team to set up parameters for Four Pillars Lesson Study on Rigorous Content				\$0.00
8	G1.B2.S2.A2	PLC Lesson Study on Rigorous Content				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$0.00
Notes: \$50-100 for Miscellaneous Materials						
9	G1.B2.S2.A3	PLC Lesson Study on Student Demonstration of Knowledge				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$0.00
Notes: \$50-100 for Miscellaneous Materials						
10	G1.B2.S2.A4	PLC Lesson Study on Student Engagement				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$0.00

Budget Data

Notes: \$50-100 for Miscellaneous Materials

11	G1.B4.S1.A1	Provide professional development sessions on Duval Reads during common planning sessions				\$0.00
12	G1.B4.S1.A2	Provide professional development sessions on Duval math during common planning sessions				\$0.00
13	G1.B5.S1.A1	Complete a PD Overview of the 8 Mathematical Practices Standards				\$0.00
14	G1.B5.S2.A1	Provide PLC during common planning sessions on our implementation of center rotations.				\$0.00
15	G1.B5.S3.A1	Complete a PD Overview of creating/using and evaluating performance tasks in instruction and assessment.				\$0.00
16	G1.B5.S4.A1	Provide PLC for Overview of effective lesson planning using the new CLG.				\$0.00
17	G1.B5.S5.A1	Incentive program for students becoming fluent in grade level standards in their math facts.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$600.00
<i>Notes: Incentives for Student Rewards</i>						
18	G2.B1.S2.A1	Teachers will conduct running records.				\$0.00
19	G2.B3.S1.A1	A district facilitated Performance Matters training will be held at the school for teachers in need of training				\$0.00
20	G2.B3.S2.A1	Data coaching sessions will be made available upon teacher request				\$0.00
21	G2.B4.S1.A1	Running Records will be conducted for profile 1 and 2 students				\$0.00
22	G3.B1.S1.A1	Complete a PD overview of the SEAS Software and PMP process.				\$0.00
23	G3.B1.S2.A1	Attain clarity regarding Tier II paperwork and procedures.				\$0.00
24	G3.B1.S2.A2	Provide professional development regarding the Implementation of revised Tier II paperwork and procedures.				\$0.00
25	G3.B1.S3.A1	The Interventionist and/or ESE teacher will assess, schedule, analyze student data and conference with classroom teachers to establish strategic student groupings.				\$0.00
26	G3.B2.S1.A1	Use the following automatic triggers to determine placement in RTI: 1) Retention, 2) Previous Year's Placement in RTI, 3) FCAT Level 1 and Lower 25% of Level 2 for Reading or Math, 4) Acquisition of less than 7 letters by September 30 for Kindergarten students, 5) Not being able to write and/or count to 5 for Kindergarten students, 6) Attaining grades of D/F or N/U in reading or mathematics, 7) attaining less than 35% on a CGA				\$0.00
27	G3.B2.S1.A2	Inform school staff of the Automatic Data Triggers and how they will be used				\$0.00
28	G3.B2.S1.A3	Conduct monthly RTI Team meetings to review early warning data collected				\$0.00

Budget Data						
29	G3.B2.S2.A1	Get clarification on the current revision procedures				\$0.00
30	G3.B2.S3.A1	Hire a Title I tutor to provide Tier II interventions				\$8,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$8,500.00
<i>Notes: Approximate Cost: \$8500</i>						
31	G3.B2.S3.A2	Implement the tutors in Tier II instruction.				\$0.00
32	G3.B3.S1.A1	Secure the Rosetta Stone software for all 2nd-5th grade Level 1 and select Level 2 students.				\$1,150.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$1,150.00
<i>Notes: 10 Rosetta Stone Licenses @ \$65 each</i>						
			District-Wide	General Fund		\$0.00
<i>Notes: 25 Microphone headsets @ \$20 each</i>						
33	G3.B3.S1.A2	Implement the Rosetta Stone software for all 2nd-5th grade Level 1 and select Level 2 students.				\$0.00
34	G3.B3.S2.A1	Create a list of students who need to schedule for push-in ESOL instruction.				\$0.00
35	G3.B3.S2.A2	Collaboration with classroom teachers to discuss and plan for ESOL push-in model.				\$0.00
36	G3.B3.S3.A1	Complete a PD regarding knowledge, resources, and implementation of ESOL strategies including WIDA standards				\$0.00
37	G3.B3.S4.A1	District specialist will model effective ESOL strategies and share knowledge and resources with classroom teachers.				\$0.00
38	G3.B3.S5.A1	Provide professional development to staff on WIDA standards.				\$0.00
39	G4.B1.S1.A1	Attendance Awareness Campaign				\$0.00
40	G4.B1.S1.A2	Teachers will emphasize attendance during parent-teacher conferences				\$0.00
41	G4.B1.S1.A3	Offer orientation/education for parents new to the school that emphasizes regular attendance.				\$0.00
42	G4.B2.S1.A1	Provide incentives/rewards/recognition for good attendance.				\$0.00
					Total:	\$14,050.00