

Duval County Public Schools

Gregory Drive Elementary School



2016-17 Schoolwide Improvement Plan

Gregory Drive Elementary School

7800 GREGORY DR, Jacksonville, FL 32210

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	C	F

**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 is pending approval by the Duval County School Board.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Gregory Drive Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Gregory Drive Elementary, a caring and collaborative learning community, ensures that each student achieves intellectually through integrating math, science and technology across all academic areas.

b. Provide the school's vision statement.

Gregory Drive Elementary School is a place where all students are encouraged and committed to strive for excellence in a safe and supportive atmosphere.

2. School Environment

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

The school learns about students' cultures and builds relationships by completing student surveys and interviews at the beginning of the school year. Teachers gain knowledge of students and integrate this information within their instruction as to build relationships and so that students will have connections to the content being presented.

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

We work really hard to create an environment where students feel safe and respected. We work to ensure that students are given a voice in decisions made for rewards and consequences. We work to create an environment in which responsible reporting is expected of students and teachers. This allows opportunities for children to be heard and respected. Administration uses Dolphin Dollars to reward students for safe, responsible and respectful actions. Students are able to shop daily in our school store using the dollars they have earned.

Before School:

- Students are monitored and supervised in an assigned area according to grade level
- Extended day is provided before and after school.

During School:

- Students are greeted each morning by a teacher and provided breakfast.
- Monitors and a full time security officer are put in place to ensure the safety of all students
- Counseling is available and students are able to receive services with the guidance counselor (i.e. counseling, positive behavior strategies, etc.)

After School

- Students are accompanied by an adult safely to the bus zone, walkers zone and car rider zone.
- Students participate in Extended Day
- Students participate in teacher sponsored clubs (Tinikling, Chorus & Art)

c. 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.

Gregory Drive Elementary School applies a school-wide positive behavior intervention system (PBIS) which includes: Students earn Dolphin Dollars by following school wide behavioral expectations.

Our behavioral pledge is:

We are safe.

We are responsible.

We are respectful.

We are Gregory Drive.

Appropriate behavior is expected of all students. The DCPS Elementary Code of Student Conduct is used as a guide to make all disciplinary actions. Each student will have a student planner that will have a calendar inside. At the end of the day, teachers will sign the student's planner/calendar according to their behavior for the day. The parent will sign the calendar each night and the teacher will check it each day.

Teachers will be trained in CHAMPs and implemented throughout the school.

d. 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.

The school ensures that the social-emotional needs of the students are being met by ensuring that classrooms are a place in which children feel safe and accepted. The school counselor plays an active role in communicating to teachers the needs of all students. If children have additional needs, they are referred to the guidance counselor. If a student is marked absent an automated phone call to placed to the parent/guardian.

3. Early Warning Systems

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

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

Gregory Drive's Early Warning System includes a collaborative and coordinated effort with the School Counselor, Administration, Staff, and Teachers. Any of the listed members can refer a student for consideration for tracking. Our Early Intervention system include the following:

Parents are contacted and made aware that their child has been identified exhibiting two or more early warning indicators. These students are referred for RTI by the teacher and administrators. Once the RTI process begins, it is monitored by administrators through frequent attendance at Problem Solving meetings. Rtl team analyzes data to create an Rtl plan for students who are in need of Tier II & Tier III interventions. Our Instructional interventionists (reading and math)- will support Tier III students (DAR TTS, Barton, iReady curriculum, Envisions Common Core.). Also, these students' progress is tracked and monitored through quarterly data chats. Instructional Coaches and Paraprofessionals will also support Tier II students using the Common Core I-Ready materials.

Data for section b below was recorded from Focus reports and Performance Matters.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	5	10	10	8	2	9	0	0	0	0	0	0	0	44	
One or more suspensions	1	1	0	3	6	5	0	0	0	0	0	0	0	16	
Course failure in ELA or Math	0	0	0	25	0	0	0	0	0	0	0	0	0	25	
Level 1 on statewide assessment	0	0	0	25	39	62	0	0	0	0	0	0	0	126	

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	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

- *Differentiated instruction will be applied to provide additional support for Tier II & Tier III students in Math, ELA & Science.
- *Barton Reading and Spelling for Tier III students based on Blended Learning data.
- *i-Ready Reading and Math
- *Reading and Math Interventionists will work with Tier III students in small groups.
- *BQ pulled daily by classroom teachers, interventionists, paraprofessionals, coaches and administration
- *ESE Teachers work with small groups daily within the classroom
- *Admin will monitor (observations and lesson plans) that small group instruction is being implemented.
- *Teachers update their data focus based on recent needs and data.
- *Small groups are fluid based on data and documented on their lesson plans.
- *Use of Standards Mastery for another data point for differentiation.
- *Before and after school tutoring.
- *Saturday tutoring.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/310119>.

2. Description

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

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

The school will establish partnerships with local businesses and community by offering workshops and family oriented events that encourage them to be involved at the school. Parents will be able to participate in various school wide events such as: Family Literacy Night, Math/Science Night, FSA Night, i-Ready and Achieve 3000 night, school carnival, book fair and many more. These events are designed to showcase what our students are learning throughout the year, but also to engage parents in the activities. Parents will have opportunities to use materials and strategies at home with their children. The school will also continue to create a working relationship with our faith based partners. Our PTA will provide additional support to our school.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Schletter, Andrea	Principal
Hartigan, Katheryn	Instructional Coach
Henderson, Alicia	Other
Richards, Onesha	Assistant Principal
Warnock, Allison	Teacher, K-12

b. Duties

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

The School Leadership Team (SLT) meets weekly to review data and link it to instructional decisions. The team will also regularly collaborate, problem solve, share effective practices, and practice new processes and skills.

Andrea Schletter, Principal-Monitor core curriculum through instruction looking for evidence of the The Four Pillars of Excellent Instruction, Gradual Release Model, and scaffolded instruction for Tier 2 and Tier 3 students. Student data will be monitored and analyzed through data chats and RTI meetings. Instruction will be monitored through classroom observations(CAST) and provide feedback. Professional development will be determined based on all of the above.

Onesha Richards-Woodard, Assistant Principal-Monitor core curriculum through instruction looking for evidence of the The Four Pillars of Excellent Instruction, Gradual Release Model, and scaffolded instruction for Tier 2 and Tier 3 students. Student data will be monitored and analyzed through data chats and RTI meetings. Instruction will be monitored through classroom observations(CAST) and provide feedback. Professional development will be determined based on all of the above.

Katheryn Hartigan, Math Coach- Provides professional development on using math strategies and

implementing rigorous reading instruction as it pertains to Common Core standards/ New Florida Standards. She also provides daily support to teachers, models lessons as needed and requested and assists teachers with lesson planning.

Natalie Choate, School Counselor- Facilitates MRT meetings, Problem Solving/RTI meetings, 504 meetings. Serves as the school's liaison between the school and the district as it pertains to MRT (Multi-Referral Team) meetings on a monthly basis.

2. 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.

Title I funds were used to purchase additional academic support positions: Reading Interventionist, Math Interventionist, full time Media, one additional full time paraprofessional, one additional part time paraprofessional. Additional funds will be used to purchase and to provide professional development for teacher's on best practices and effective instructional strategies.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Andrea Schletter	Principal
James Gandy	Business/Community
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC reviewed the plan and provided input as a group.

b. Development of this school improvement plan

The SAC reviewed the SIP and provided input and suggestions for school improvement. The SAC committee is involved in the revision process of the SIP. The focus will be to ensure that the SIP goals are attainable and accountability is through out the process.

c. Preparation of the school's annual budget and plan

School uses the district's allocation model. SAC will assist the school in making critical decisions as it relates to personnel and resources for the school.

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

Last year the projected use of the school improvement funds were: Incentives for students, purchasing materials for reading, math manipulatives and activities needed to promote/incorporate our school theme of Math, Science, and Technology.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Schletter, Andrea	Principal
Henderson, Alicia	Other
Richards, Onesha	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

- Literacy Week (Drop everything & read, mystery readers, favorite story book character, pop-up for poetry)
- Science will incorporate reading strategies in lessons
- Reading data Chats
- Common planning
- Professional development
- Books of the Month
- 25 Book/ 1 Million Word initiative
- Differentiated learning reading centers
- Small Group Instruction
- Achieve 3000 will be implemented in grades 3-5
- Science teachers attend reading common planning
- Professional book study
- Model reading classrooms
- iReady
- Parent literacy night (promoting effective and literacy strategies)

D. Public and Collaborative Teaching

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

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

The school's culture is to encourage positive working relationships between teachers for collaborative planning. All classroom teachers are provided common planning weekly. Common planning is used for content focus on lesson planning, data analysis, tiered instruction, interventions, and delivering lessons with fidelity. Teachers have fifty minutes each day to collaboratively plan together. This affords teachers the opportunity to plan lessons, analyze student work, participate in professional study and share best instructional practices.

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

The leadership team will screen candidates by reviewing resumes for interviews. Applicants are required to complete a mock lesson and an interview is conducted. The applicant's references are contacted. In addition, administration verifies the applicant's certification and highly qualified status. New teachers are placed in the MINT program and are supported by mentor teachers. The new teacher and mentor meet weekly. Administrations meets with new teachers and teachers new to the school community monthly to discuss procedures and processes.

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

Each new teacher to Gregory Drive Elementary receives a mentor. The mentor is paired based upon their knowledge and teaching background.

- Mentees and mentors meet weekly.
- Mentors observe and coach mentees.
- Mentees are paired with experienced teachers on grade level.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers Instructional Delivery will be engaging and based on the gradual release model of instruction.

- Specific feedback from walkthroughs aligned with DTO and District focus and follow up on the next steps
- PD based on teacher strengths and weaknesses based on walkthroughs and data
- Monitor lesson plans daily when in classrooms to ensure alignment with the curriculum and data
- Teachers monitor for student understanding with appropriate assessments/exit tickets
- CBC Board posted daily.
- Coaching Cycle for identified teachers in instructional delivery
- New Teacher support weekly with administration- Friday's 8:00 am; New Teacher support with mentors.
- Common planning designed to give teachers time to plan with others who teach the same subject.

b. Instructional Strategies

1. 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.

Each teacher is expected to implement small group, differentiated instruction every day.

Administration, coaches, interventionists and teachers work collaboratively to analyze data through common planning and PLCs.

- Differentiated learning centers daily.
- Push in support Tier II, coaches support and paraprofessional support.
- Tier III- interventionists support
- Professional data chats.
- RtI problem solving team meets regularly to discuss and plan appropriate interventions to meet diverse needs of students.
- Students with IEPs receive accommodations and additional services documented on their IEPs.

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

Strategy: After School Program

Minutes added to school year:

After school tutoring will be available to 3rd-5th grade students. Third grade students will receive additional reading and math instruction. Fourth grade students will receive additional reading, math and writing instruction. Fifth grade students will receive additional reading, math and science instruction. Classroom size will be capped at 15.

Strategy Rationale

The rationale is to increase student proficiency in the core academic instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Richards, Onesha, richardso@duvalschools.org

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

Data from the teacher made assessments, district assessments, i-Ready and Achieve3000 will be used to determine the standards focus. The administration, teachers, interventionists and coaches will collaboratively plan lessons that are engaging for students and based on data.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

During pre-planning an orientation is held for students and parents to acclimate them to Gregory Drive Elementary and communicate school expectations.

Parent nights to acclimate parents to rituals and routines for kindergarten and the assessments students will take to obtain student achievement levels.

5th grade departmentalized to help with easy transition to middle school.

5th graders will tour neighborhood middle schools during last quarter to prepare for transition and expectations of middle school.

b. College and Career Readiness

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

-College week will be implemented school wide in October.

-Career fair will be implemented by leadership team and guidance counselor

-STEM career night

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

N/A

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

Our fifth graders will be provided information to encouraged them to attend the district's School Choice Fair in January 2017. Neighborhood middle schools will meet with fifth graders during the last quarter to discuss and assist with the course selections. Students will also take a guided tour of neighborhood middle schools; observing the career technical academic courses available.

4. 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.

Gregory Drive will prepare all students to be ready for middle school. We will continue to place emphasis on instructional practices to ensure that all students are proficient in all content areas. In order to prepare our students for transitional practices in middle school and high school, grades 2nd-5th are departmentalized at Gregory Drive Elementary.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will take pride and be actively engaged in learning.
- G2.** Teachers Instructional Delivery will be engaging and based on the gradual release model of instruction.
- G3.** Teachers will identify and target bottom quartile students and use current data from approved programs to increase proficiency in Reading.
- G4.** Teachers will identify and target bottom quartile students and use current data from approved programs to increase proficiency in Math.
- G5.** If teachers utilize data to plan structured science activities based on student learning needs then we will see an increase in science proficiency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Students will take pride and be actively engaged in learning. 1a

G084238

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Teacher delivery of lessons are not engaging to keep students interest.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student ownership will be shown by work in interactive journals, class work, and center documentation.
- Student debrief based on the standard taught that day at the end of the lesson, prior to assessment.
- Gradual release to students facilitating their own learning.

Plan to Monitor Progress Toward G1. 8

Administration and instructional coaches will complete focus walks and provide feedback in a timely manner.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence will be observed during walk throughs, student accountability through interactive journaling and results of student achievement on core curriculum.

G2. Teachers Instructional Delivery will be engaging and based on the gradual release model of instruction.

1a

G084239

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0
Math Achievement District Assessment	70.0
Science Achievement District Assessment	71.0
FSA ELA Achievement	60.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	71.0

Targeted Barriers to Achieving the Goal 3

- Teachers struggle with the delivery of core instruction because they are not prepared and struggle with the pace of delivery.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will watch models of effective classroom delivery from other teachers and virtual models.
- Professional development will be available to assist teachers in their strengths and weaknesses in delivering their lesson.
- Coaching Cycle for identified teachers in instructional delivery.
- Specific feedback from walkthroughs aligned with DTO and District focus and follow up on the next steps.

Plan to Monitor Progress Toward G2. 8

Monitoring for effectiveness will include tracking the progress of student data, instructional rounding, data meetings, common planning agendas, coaching reflections, walk-throughs.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of monitoring will be data notebooks will be by coaches and administration.

G3. Teachers will identify and target bottom quartile students and use current data from approved programs to increase proficiency in Reading. 1a

 G084240

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Ineffective and inconsistent planning practices.
- Inability to appropriately align the core standards with rigorous differentiated learning centers.
- Lack of knowledge of the instructional strategies necessary to meet the needs of Tier II & Tier III students.
- Deficiency in understanding how to collect, analyze and utilize the data as an ongoing progress monitoring tool.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly common planning with reading coaches and administrators.
- Planning with the focus on the implementation of core instruction and rigorous differentiated learning centers.
- Participate in PLCs and professional development to learn specific instructional strategies.
- Professional learning data chats with coaches and administration.

Plan to Monitor Progress Toward G3. 8

i-Ready, Achieve 3000, classroom assessments

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of completion will include teachers' lesson plans, differentiated center plans, student tasks that are tiered and based on student data, as well as students' progress toward meeting mastery.

G4. Teachers will identify and target bottom quartile students and use current data from approved programs to increase proficiency in Math. 1a

G084241

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Ineffective and inconsistent planning practices which does not include instructional strategies necessary to meet the needs of Tier II & Tier III students.
- Deficiency in understanding how to collect, analyze and utilize the data as an ongoing progress monitoring tool.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly common planning with reading coaches and administrators.
- Planning with the focus on the implementation of core instruction and rigorous differentiated learning centers.
- Participate in PLCs and professional development to learn specific instructional strategies.
- Professional learning data chats with coaches and administration.

Plan to Monitor Progress Toward G4. 8

I-Ready Math and classroom assessments

Person Responsible

Andrea Schletter

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of completion will include teachers' lesson plans, differentiated center plans, student tasks that are tiered and based on student data, as well as students' progress toward meeting mastery.

G5. If teachers utilize data to plan structured science activities based on student learning needs then we will see an increase in science proficiency. 1a

G084242

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	71.0

Targeted Barriers to Achieving the Goal 3

- Students lack mastery of prerequisite skills and exposure to hands on investigations from previous grade levels. Inconsistent planning and implementation of the science curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Blended learning resources (Gizmos and Achieve 3000 articles)
- Weekly common planning with reading coaches and administrators.
- Planning with the focus on the implementation of core instruction and rigorous differentiated learning centers.
- Professional learning data chats with coaches and administration.

Plan to Monitor Progress Toward G5. 8

District wide assessments, student interactive journals, teacher made assessments, student lab investigations and Achieve 3000 science article completions.

Person Responsible

Andrea Schletter

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Increase in science proficiency on district wide assessments and teacher made assessments.

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. Students will take pride and be actively engaged in learning. **1**

 **G084238**

G1.B1 Teacher delivery of lessons are not engaging to keep students interest. **2**

 **B223829**

G1.B1.S1 Using student facilitated activities, student debrief of lessons, group discussion, and collaboration students will be actively engaged in lessons and increase proficiency. **4**

 **S236183**

Strategy Rationale

Using these instructional delivery methods and student engagement techniques, students will take ownership of their learning.

Action Step 1 **5**

Provide data driven professional development which include instructional strategies and resources to meet the needs of all students and create student engagement.

Person Responsible

Andrea Schletter

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

focus walk throughs

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

Administration and instructional coaches will complete focus walks and provide feedback in a timely manner.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Monitoring will occur during walk throughs. Student accountability will be shown through interactive journaling. Results of student achievement on core curriculum will be monitored during monthly data chats and during weekly common planning with administration.

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

Administration and instructional coaches will complete focus walks and provide feedback in a timely manner.

Person Responsible

Andrea Schletter


Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence will be observed during walk throughs, student accountability through interactive journaling and results of student achievement on core curriculum.


G2. Teachers Instructional Delivery will be engaging and based on the gradual release model of instruction. 1

 G084239

G2.B1 Teachers struggle with the delivery of core instruction because they are not prepared and struggle with the pace of delivery. 2

 B223831

G2.B1.S1 The teachers need to deliver an engaging core instruction for the students to be engaged in their learning. 4

 S236185

Strategy Rationale

By increasing the engagement of the delivery of the core lesson, the students will increase assessment scores.

Action Step 1 5

Provide data driven professional development which includes instructional strategies and resources to meet the needs of all students.

Person Responsible

Andrea Schletter

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

CBC Boards, Lesson Plans, Common Planning Meetings

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

Administration and instructional coaches will complete focus walks and provide feedback in a timely manner.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Monitoring will occur during walk throughs. Student accountability will be shown through interactive journaling. Results of student achievement on core curriculum will be monitor during monthly data chats and during weekly common planning with administration.

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

Monitoring for effectiveness will include tracking the progress of student data, instructional rounding, data meetings, common planning agendas, coaching reflections, walk-throughs.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of monitoring will be data notebooks will be by coaches and administration.

G3. Teachers will identify and target bottom quartile students and use current data from approved programs to increase proficiency in Reading. 1

G084240

G3.B1 Ineffective and inconsistent planning practices. 2

B223832

G3.B1.S1 Coaches and administration will provide weekly common planning. Virtual PD trainings will be provided for content areas. Model teachers will be identified and teachers will observe in building model classes and district wide classes. 4

S236186

Strategy Rationale

To increase the reading proficiency rate and BQ learning gains percentage.

Action Step 1 5

Reading Coach, with Administration and Specialist support, will model the entire process for the preparation on lesson planning by demonstrating the “thinking” process through annotating notes, highlighting and/or sticky notes. Virtual common planning and virtual professional development will be provided for teachers to support instructional practices.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teachers' lesson plans and differentiated small group plans will provide evidence of differentiation.

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

Fidelity of common planning will be monitored via the meeting minutes submitted to administration, as well as walk through observations and feed back to teachers.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of the implementation will be captured via discussions with the administration team and anecdotal notes taken by administration and coaches as they monitor.

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

Monitoring of effectiveness will include tracking the progress of the students data, instructional rounding, data meetings, common planning agendas, coaches reflections and walk-throughs.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017


Evidence of Completion

Coaches log, classroom assessment data, lesson plans incorporating the strategies, observation notes.

G3.B2 Inability to appropriately align the core standards with rigorous differentiated learning centers. **2**

 B223833

G3.B2.S1 Plan with a focus on unpacking the standards of core curriculum. **4**

 S236187

Strategy Rationale

To ensure that the focus of core instruction is rigorous and produces differentiated learning centers.

Action Step 1 **5**

Prior to common planning, teachers will prepare by pre-reading the item specifications, examining the question stems in the module assessments, and previewing the alignment chart for the content objectives and learning targets. Teachers will also bring differentiated small group lesson plans based on current data.

Person Responsible

Alicia Henderson

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

PD agenda, Coaching Log, Differentiated Lesson Plans

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

Fidelity of unpacking the standards will be monitored via classroom observations and instructional walk- throughs.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches as well as teacher lesson plans for the differentiated learning centers.

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

Monitoring of effectiveness will include tracking the progress of the students data, instructional rounding, data meetings, CP agendas, coaches reflections and walk-throughs.

Person Responsible

Andrea Schletter

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of monitoring will result in data notebooks kept by administration and coaches

G3.B3 Lack of knowledge of the instructional strategies necessary to meet the needs of Tier II & Tier III students. 2

 B223834

G3.B3.S1 Professional development which include instructional strategies and resources for developing differentiated lessons geared towards the needs of Tier II and Tier III students. 4

 S236188

Strategy Rationale

To ensure that teachers provide the instruction that best meet the needs of Tier II and Tier III students.

Action Step 1 5

Provide data driven professional development which include instructional strategies and resources to meet the needs of Tier II and Tier III students.

Person Responsible

Andrea Schletter

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

PD agenda, teacher exit tickets, data tools, observation notes and differentiated lesson plans

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

Fidelity of applying instructional strategies to meet the needs of Tier II and Tier III students will be done through observations and instructional walk-throughs.

Person Responsible

Andrea Schletter

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches as well as teacher lesson plans for the differentiated learning centers.

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

Monitoring of effectiveness will include tracking the progress of student data, instructional rounding, data meetings, common planning agendas, coaches reflections, walk-throughs.

Person Responsible

Andrea Schletter

Schedule

Biweekly, from 8/22/2016 to 6/2/2017


Evidence of Completion

Evidence of monitoring will result in data notebooks kept by administration and coaches

G3.B4 Deficiency in understanding how to collect, analyze and utilize the data as an ongoing progress monitoring tool. 2

 B223835

G3.B4.S1 Provide professional development on the collection and the use of data from various blended learning resources. 4

 S236189

Strategy Rationale

Teachers will use the data to drive instruction as well as a tool for progress monitoring.

Action Step 1 5

District and school will provide professional development on Achieve 3000 and IReady

Person Responsible

Andrea Schletter

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Professional Development agendas, small group differentiated lesson plans, student data note books, teacher data note books

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Fidelity of professional development will be monitored via classroom observations and instructional walk- throughs and teacher data chats

Person Responsible

Andrea Schletter

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Achieve 3000 and IReady teacher usage and student performance reports

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Monitoring of effectiveness will include tracking the progress of student data, instructional rounding, data meetings.

Person Responsible

Andrea Schletter

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Performance Matters, Achieve 3000 and IReady Usage report, data notebooks

G4. Teachers will identify and target bottom quartile students and use current data from approved programs to increase proficiency in Math. 1

 G084241

G4.B1 Ineffective and inconsistent planning practices which does not include instructional strategies necessary to meet the needs of Tier II & Tier III students. 2

 B223836

G4.B1.S1 Participate in grade level common planning utilizing the elementary math common planning document which incorporates item specification, question stems and best practices used to support Tier II and III students. 4

 S236190

Strategy Rationale

Teachers will engage in reflective practices geared towards meeting the needs of Tier II and Tier III students.

Action Step 1 5

Collaborate to develop common planning agenda for grade levels based on elementary math common planning document.

Person Responsible

Katheryn Hartigan

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Common planning notes, lesson plans for differentiated groups

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

The elementary math common planning document will be used to monitor the implementation of the lesson planning process.

Person Responsible

Katheryn Hartigan

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Instructional roundings, walk-throughs, differentiated lesson plans and observation notes

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

Monitoring of effectiveness will include tracking the progress of student data, instructional rounding, data meetings, common planning, agendas, coaches reflections, walk-throughs.

Person Responsible

Katheryn Hartigan


Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of monitoring will result in data notebooks kept by administration and coaches.

G4.B2 Deficiency in understanding how to collect, analyze and utilize the data as an ongoing progress monitoring tool. 2

 B223837

G4.B2.S1 Provide professional development on the collection and the use of data from various blended learning resources. 4

 S236191

Strategy Rationale

Teachers will use the data to drive instruction as well as a tool for progress monitoring.

Action Step 1 5

Coach and Interventionist will assist teachers in understanding data and placing students in appropriate small groups based on data. Leverage Instructional Grouping Profile from iReady Diagnostic as well as current student data to group students.

Person Responsible

Katheryn Hartigan

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

IReady Diagnostic Data, instructional rounds, walk-throughs and differentiated lesson plans

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

Monitor the fidelity of the implementation of differentiated centers using IReady Data

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches as well as teacher lesson plans for the differentiated learning centers.

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

Monitoring of effectiveness will include tracking the progress of student data, instructional rounding, data meetings, common planning agendas, coaches' reflections, walk-throughs.

Person Responsible

Andrea Schletter

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of monitoring will result in data notebooks kept by administration and coaches

G5. If teachers utilize data to plan structured science activities based on student learning needs then we will see an increase in science proficiency. 1

 G084242

G5.B1 Students lack mastery of prerequisite skills and exposure to hands on investigations from previous grade levels. Inconsistent planning and implementation of the science curriculum. 2

 B223838

G5.B1.S1 Classroom teachers will incorporate science investigation activities in order to build background knowledge of prerequisite skills. 4

 S236192

Strategy Rationale

Building background knowledge of prerequisite skills will increase science proficiency and contribute to vertical articulation of the science core.

Action Step 1 5

Teachers will increase science proficiency by utilizing data from curriculum based assessments. Teachers will plan structured science activities based on science standards.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monitoring will be done through instructional rounds, focus walk throughs, and student journals/work.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Professional development plan and schedule, instructional rounds, agendas from trainings, focus walks

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Administration will attend, participate and assist with facilitating professional development sessions as needed.

Person Responsible

Andrea Schletter

Schedule

Monthly, from 8/22/2016 to 6/2/2017

















Evidence of Completion

Professional development plan and schedule, instructional rounds, agendas from trainings, focus walks




IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M310385	Administration and instructional coaches will complete focus walks and provide feedback in a timely...	Schletter, Andrea	8/22/2016	Evidence will be observed during walk throughs, student accountability through interactive journaling and results of student achievement on core curriculum.	6/2/2017 weekly
G2.MA1 M310388	Monitoring for effectiveness will include tracking the progress of student data, instructional...	Schletter, Andrea	8/22/2016	Evidence of monitoring will be data notebooks will be by coaches and administration.	6/2/2017 weekly
G3.MA1 M310397	i-Ready, Achieve 3000, classroom assessments	Schletter, Andrea	8/22/2016	Evidence of completion will include teachers' lesson plans, differentiated center plans, student tasks that are tiered and based on student data, as well as students' progress toward meeting mastery.	6/2/2017 weekly
G4.MA1 M310402	I-Ready Math and classroom assessments	Schletter, Andrea	8/22/2016	Evidence of completion will include teachers' lesson plans, differentiated center plans, student tasks that are tiered and based on student data, as well as students' progress toward meeting mastery.	6/2/2017 biweekly
G5.MA1 M310405	District wide assessments, student interactive journals, teacher made assessments, student lab...	Schletter, Andrea	8/22/2016	Increase in science proficiency on district wide assessments and teacher made assessments.	6/2/2017 monthly
G1.B1.S1.MA1 M310383	Administration and instructional coaches will complete focus walks and provide feedback in a timely...	Schletter, Andrea	8/22/2016	Evidence will be observed during walk throughs, student accountability through interactive journaling and results of student achievement on core curriculum.	6/2/2017 weekly
G1.B1.S1.MA1 M310384	Administration and instructional coaches will complete focus walks and provide feedback in a timely...	Schletter, Andrea	8/22/2016	Monitoring will occur during walk throughs. Student accountability will be shown through interactive journaling. Results of student achievement on core curriculum will be monitored during monthly data chats and during weekly common planning with administration.	6/2/2017 weekly
G1.B1.S1.A1 A304674	Provide data driven professional development which include instructional strategies and resources...	Schletter, Andrea	8/22/2016	focus walk throughs	6/2/2017 monthly
G2.B1.S1.MA1 M310386	Monitoring for effectiveness will include tracking the progress of student data, instructional...	Schletter, Andrea	8/22/2016	Evidence of monitoring will be data notebooks will be by coaches and administration.	6/2/2017 weekly
G2.B1.S1.MA1 M310387	Administration and instructional coaches will complete focus walks and provide feedback in a timely...	Schletter, Andrea	8/22/2016	Monitoring will occur during walk throughs. Student accountability will be shown through interactive journaling. Results of student achievement on core curriculum will be monitor during monthly data chats and during weekly common planning with administration.	6/2/2017 weekly
G2.B1.S1.A1 A304675	Provide data driven professional development which includes instructional strategies and resources...	Schletter, Andrea	8/22/2016	CBC Boards, Lesson Plans, Common Planning Meetings	6/2/2017 monthly
G3.B1.S1.MA1 M310389	Monitoring of effectiveness will include tracking the progress of the students data, instructional...	Schletter, Andrea	8/22/2016	Coaches log, classroom assessment data, lesson plans incorporating the strategies, observation notes.	6/2/2017 weekly
G3.B1.S1.MA1 M310390	Fidelity of common planning will be monitored via the meeting minutes submitted to administration,...	Schletter, Andrea	8/22/2016	Evidence of the implementation will be captured via discussions with the administration team and anecdotal	6/2/2017 weekly

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Gregory Drive Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				notes taken by administration and coaches as they monitor.	
G3.B1.S1.A1  A304676	Reading Coach, with Administration and Specialist support, will model the entire process for the...	Schletter, Andrea	8/22/2016	Teachers' lesson plans and differentiated small group plans will provide evidence of differentiation.	6/2/2017 weekly
G3.B2.S1.MA1  M310391	Monitoring of effectiveness will include tracking the progress of the students data, instructional...	Schletter, Andrea	8/22/2016	Evidence of monitoring will result in data notebooks kept by administration and coaches	6/2/2017 biweekly
G3.B2.S1.MA1  M310392	Fidelity of unpacking the standards will be monitored via classroom observations and instructional...	Schletter, Andrea	8/22/2016	Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches as well as teacher lesson plans for the differentiated learning centers.	6/2/2017 weekly
G3.B2.S1.A1  A304677	Prior to common planning, teachers will prepare by pre-reading the item specifications,...	Henderson, Alicia	8/22/2016	PD agenda, Coaching Log, Differentiated Lesson Plans	6/2/2017 weekly
G3.B3.S1.MA1  M310393	Monitoring of effectiveness will include tracking the progress of student data, instructional...	Schletter, Andrea	8/22/2016	Evidence of monitoring will result in data notebooks kept by administration and coaches	6/2/2017 biweekly
G3.B3.S1.MA1  M310394	Fidelity of applying instructional strategies to meet the needs of Tier II and Tier III students...	Schletter, Andrea	8/22/2016	Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches as well as teacher lesson plans for the differentiated learning centers.	6/2/2017 biweekly
G3.B3.S1.A1  A304678	Provide data driven professional development which include instructional strategies and resources...	Schletter, Andrea	8/22/2016	PD agenda, teacher exit tickets, data tools, observation notes and differentiated lesson plans	6/2/2017 monthly
G3.B4.S1.MA1  M310395	Monitoring of effectiveness will include tracking the progress of student data, instructional...	Schletter, Andrea	8/22/2016	Performance Matters, Achieve 3000 and IReady Usage report, data notebooks	6/2/2017 monthly
G3.B4.S1.MA1  M310396	Fidelity of professional development will be monitored via classroom observations and instructional...	Schletter, Andrea	8/22/2016	Achieve 3000 and IReady teacher usage and student performance reports	6/2/2017 monthly
G3.B4.S1.A1  A304679	District and school will provide professional development on Achieve 3000 and IReady	Schletter, Andrea	8/22/2016	Professional Development agendas, small group differentiated lesson plans, student data note books, teacher data note books	6/2/2017 quarterly
G4.B1.S1.MA1  M310398	Monitoring of effectiveness will include tracking the progress of student data, instructional...	Hartigan, Katheryn	8/22/2016	Evidence of monitoring will result in data notebooks kept by administration and coaches.	6/2/2017 biweekly
G4.B1.S1.MA1  M310399	The elementary math common planning document will be used to monitor the implementation of the...	Hartigan, Katheryn	8/22/2016	Instructional roundings, walk-throughs, differentiated lesson plans and observation notes	6/2/2017 biweekly
G4.B1.S1.A1  A304680	Collaborate to develop common planning agenda for grade levels based on elementary math common...	Hartigan, Katheryn	8/22/2016	Common planning notes, lesson plans for differentiated groups	6/2/2017 weekly
G4.B2.S1.MA1  M310400	Monitoring of effectiveness will include tracking the progress of student data, instructional...	Schletter, Andrea	8/22/2016	Evidence of monitoring will result in data notebooks kept by administration and coaches	6/2/2017 biweekly
G4.B2.S1.MA1  M310401	Monitor the fidelity of the implementation of differentiated centers using IReady Data	Schletter, Andrea	8/22/2016	Evidence of the implementation will be captured via discussions with the administration team, observation notes taken by administration and coaches as well as teacher lesson plans for the differentiated learning centers.	6/2/2017 weekly
G4.B2.S1.A1  A304681	Coach and Interventionist will assist teachers in understanding data and placing students in...	Hartigan, Katheryn	8/22/2016	IReady Diagnostic Data, instructional rounds, walk-throughs and differentiated lesson plans	6/2/2017 weekly

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Gregory Drive Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1  M310403	Administration will attend, participate and assist with facilitating professional development...	Schletter, Andrea	8/22/2016	Professional development plan and schedule, instructional rounds, agendas from trainings, focus walks	6/2/2017 monthly
G5.B1.S1.MA1  M310404	Monitoring will be done through instructional rounds, focus walk throughs, and student journals/...	Schletter, Andrea	8/22/2016	Professional development plan and schedule, instructional rounds, agendas from trainings, focus walks	6/2/2017 weekly
G5.B1.S1.A1  A304682	Teachers will increase science proficiency by utilizing data from curriculum based assessments....	Schletter, Andrea	8/22/2016		6/2/2017 weekly

V. Professional Development Opportunities

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

G1. Students will take pride and be actively engaged in learning.

G1.B1 Teacher delivery of lessons are not engaging to keep students interest.

G1.B1.S1 Using student facilitated activities, student debrief of lessons, group discussion, and collaboration students will be actively engaged in lessons and increase proficiency.

PD Opportunity 1

Provide data driven professional development which include instructional strategies and resources to meet the needs of all students and create student engagement.

Facilitator

Administration, Katheryn Hartigan, Alicia Henderson

Participants

K-5 teachers

Schedule

Monthly, from 8/22/2016 to 6/2/2017

G2. Teachers Instructional Delivery will be engaging and based on the gradual release model of instruction.

G2.B1 Teachers struggle with the delivery of core instruction because they are not prepared and struggle with the pace of delivery.

G2.B1.S1 The teachers need to deliver an engaging core instruction for the students to be engaged in their learning.

PD Opportunity 1

Provide data driven professional development which includes instructional strategies and resources to meet the needs of all students.

Facilitator

Administartion, Katheryn Hartigan, Alicia Henderson

Participants

K-5 Teachers

Schedule

Monthly, from 8/22/2016 to 6/2/2017

G3. Teachers will identify and target bottom quartile students and use current data from approved programs to increase proficiency in Reading.

G3.B1 Ineffective and inconsistent planning practices.

G3.B1.S1 Coaches and administration will provide weekly common planning. Virtual PD trainings will be provided for content areas. Model teachers will be identified and teachers will observe in building model classes and district wide classes.

PD Opportunity 1

Reading Coach, with Administration and Specialist support, will model the entire process for the preparation on lesson planning by demonstrating the “thinking” process through annotating notes, highlighting and/or sticky notes. Virtual common planning and virtual professional development will be provided for teachers to support instructional practices.

Facilitator

Alicia Henderson, Administration and Deborah Vance

Participants

K-5 Reading Teachers, 3-5 Science Teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

G3.B2 Inability to appropriately align the core standards with rigorous differentiated learning centers.

G3.B2.S1 Plan with a focus on unpacking the standards of core curriculum.

PD Opportunity 1

Prior to common planning, teachers will prepare by pre-reading the item specifications, examining the question stems in the module assessments, and previewing the alignment chart for the content objectives and learning targets. Teachers will also bring differentiated small group lesson plans based on current data.

Facilitator

Administration, Alicia Henderson

Participants

K-5 Reading Teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

G3.B3 Lack of knowledge of the instructional strategies necessary to meet the needs of Tier II & Tier III students.

G3.B3.S1 Professional development which include instructional strategies and resources for developing differentiated lessons geared towards the needs of Tier II and Tier III students.

PD Opportunity 1

Provide data driven professional development which include instructional strategies and resources to meet the needs of Tier II and Tier III students.

Facilitator

Administration, Alicia Henderson

Participants

K-5 Teachers

Schedule

Monthly, from 8/22/2016 to 6/2/2017

G3.B4 Deficiency in understanding how to collect, analyze and utilize the data as an ongoing progress monitoring tool.

G3.B4.S1 Provide professional development on the collection and the use of data from various blended learning resources.

PD Opportunity 1

District and school will provide professional development on Achieve 3000 and IReady

Facilitator

Alicia Henderson, Administration

Participants

K-5 Teachers

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

G4. Teachers will identify and target bottom quartile students and use current data from approved programs to increase proficiency in Math.

G4.B1 Ineffective and inconsistent planning practices which does not include instructional strategies necessary to meet the needs of Tier II & Tier III students.

G4.B1.S1 Participate in grade level common planning utilizing the elementary math common planning document which incorporates item specification, question stems and best practices used to support Tier II and III students.

PD Opportunity 1

Collaborate to develop common planning agenda for grade levels based on elementary math common planning document.

Facilitator

Katheryn Hartigan and Administration

Participants

K-5 Math Teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

G4.B2 Deficiency in understanding how to collect, analyze and utilize the data as an ongoing progress monitoring tool.

G4.B2.S1 Provide professional development on the collection and the use of data from various blended learning resources.

PD Opportunity 1

Coach and Interventionist will assist teachers in understanding data and placing students in appropriate small groups based on data. Leverage Instructional Grouping Profile from iReady Diagnostic as well as current student data to group students.

Facilitator

Katheryn Hartigan and Administration

Participants

K-5 Math Teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

G5. If teachers utilize data to plan structured science activities based on student learning needs then we will see an increase in science proficiency.

G5.B1 Students lack mastery of prerequisite skills and exposure to hands on investigations from previous grade levels. Inconsistent planning and implementation of the science curriculum.

G5.B1.S1 Classroom teachers will incorporate science investigation activities in order to build background knowledge of prerequisite skills.

PD Opportunity 1

Teachers will increase science proficiency by utilizing data from curriculum based assessments.
Teachers will plan structured science activities based on science standards.

Facilitator

Administration

Participants

K-5 Science Teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide data driven professional development which include instructional strategies and resources to meet the needs of all students and create student engagement.	\$0.00
2	G2.B1.S1.A1	Provide data driven professional development which includes instructional strategies and resources to meet the needs of all students.	\$0.00
3	G3.B1.S1.A1	Reading Coach, with Administration and Specialist support, will model the entire process for the preparation on lesson planning by demonstrating the “thinking” process through annotating notes, highlighting and/or sticky notes. Virtual common planning and virtual professional development will be provided for teachers to support instructional practices.	\$0.00
4	G3.B2.S1.A1	Prior to common planning, teachers will prepare by pre-reading the item specifications, examining the question stems in the module assessments, and previewing the alignment chart for the content objectives and learning targets. Teachers will also bring differentiated small group lesson plans based on current data.	\$0.00
5	G3.B3.S1.A1	Provide data driven professional development which include instructional strategies and resources to meet the needs of Tier II and Tier III students.	\$0.00
6	G3.B4.S1.A1	District and school will provide professional development on Achieve 3000 and IReady	\$0.00
7	G4.B1.S1.A1	Collaborate to develop common planning agenda for grade levels based on elementary math common planning document.	\$0.00
8	G4.B2.S1.A1	Coach and Interventionist will assist teachers in understanding data and placing students in appropriate small groups based on data. Leverage Instructional Grouping Profile from iReady Diagnostic as well as current student data to group students.	\$0.00
9	G5.B1.S1.A1	Teachers will increase science proficiency by utilizing data from curriculum based assessments. Teachers will plan structured science activities based on science standards.	\$0.00
Total:			\$0.00