2013-2014 SCHOOL IMPROVEMENT PLAN

Merrill Road Elementary School

8239 MERRILL RD
Jacksonville, FL 32277
904-745-4919
http://www.duvalschools.org/merrillroad

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	No	*[Data Not Available]*

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	*[Data Not Available]*

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Merrill Road Elementary School

Principal

Jennifer Gray

School Advisory Council chair

Tim Ferrell

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jennifer T. Gray	Principal
Cynthia Bartley	Assistant Principal
Kathy McQueen	Guidance Counselor
Barbara Pipkin	Reading Coach

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Our SAC consists of the Principal, parents, teachers and community members. The majority of the SAC are not employed by the Duval County Public School system and are representative of our school demographics.

Involvement of the SAC in the development of the SIP

Our SAC provides ideas, suggestions, strategies and barriers for our school improvement plan while also reviewing data and content provided by the school community. Together the SAC works to ensure the school improvement plan clearly articulates our goals for the school year and monitors our work throughout the year in relation to these identified goals.

Activities of the SAC for the upcoming school year

The School Advisory Council will continue to monitor student growth and progress, as we also continue to monitor the implementation of the School Improvement Plan. We understand that as an advisory

council, it is our primary responsibility to assist in the continued growth of our students. We must devote extra effort and attention to monitor the disaggregation of our data and the growth of our subgroups. We, as an advisory council, will also continue to seek out business partners and ways to reach out to our school community.

Projected use of school improvement funds, including the amount allocated to each project

In an effort to continue to utilize strategies and resources to best meet the individual needs of our students, our School Advisory Council will continue to use our funds to assist in the expansion of our technology resources in each individual classroom. It is the intention of our advisory council to provide each classroom with the necessary technology to assist us in preparing our students for the future world they will be entering. In expanding our resources, it is the primary focus to expand the use of interactive white boards across the school campus.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jennifer Gray		
Principal	Years as Administrator: 12	Years at Current School: 4

Credentials	Bachelors of Science: Elementary Education (K-6), Masters of Education: Elementary Education, Certifications: Educational Leadership Level II (K-12), ESOL Endorsement, Elementary K-6
Performance Record	As Principal at Merrill Road Elementary School 2012-2013: Grade B, feeder school to Don Brewer Elementary School, Reading Proficiency 67%, Math Proficiency 63%, Science Proficiency 63%, Writing Proficiency 71%. Reading Gains 66%, Math Gains 59%, BQ Reading Gains 67%, BQ Math Gains 56%, AMO Data: Reading: Asian, Black, White, Hispanic, SWD, ED: no, Math: Asian, yes, Black, White, Hispanic, SWD, ED: no. As Principal at Merrill Road Elementary School 2011-2012: Grade A, feeder school to Don Brewer Elementary School, Reading Proficiency 64%, Math Proficiency 70%, Writing Proficiency 89%, Science Proficiency 44%, Reading Gains 72%, Math Gains 71%, BQ Reading Gains 74%, BQ Math Gains 61%, Reward School As Principal at Merrill Road Elementary School 2010-2011: Grade B, feeder school to Don Brewer Elementary School, Reading Proficiency 81%, Math Proficiency 82%, Writing Proficiency 63%, Science Proficiency 53%, Reading Gains 67%, Math Gains 67%, BQ Reading Gains 48%, BQ Math Gains 72%, AYP: 85% subgroups not making AYP in Reading and Math: Total (75% in Reading, 78% in Math); Economically Disadvantaged (69% in Reading, 72% in Math); Black (66% in Reading, 71% in Math)

Cynthia Bartley		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	A.S. General Education, Bachelors of Science Degree in Elementary Education, Masters of Education in Educational Leadership, ESOL Endorsement
Performance Record	Assisted leading Merrill Road Elementary to a "B" for the 2012-2013 school year. Assisted in leading Merrill Road Elementary to an "A" from 2005-2012. Direct impact on the implementation of the CHAMPs program and Foundations across the campus, reducing student referrals and incident reports.

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Barbara Pipkin		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor of Arts: Elementary Education, Masters of Education: Elementary Education, ESOL Endorsement, Reading Endorsement, National Board Certified Teacher
Performance Record	More than 21 years in the school district servicing students. Taught at Windy Hill Elementary School for 14 years, and then moved to teach Intensive Reading for 1 year at Arlington Middle School. Serves as an AFT Beginning Reading Trainer for teachers, and provides instruction and support for teachers through the Duval Teacher Union.

Classroom Teachers

# of classroom teachers
53

 # receiving effective rating or higher
38, 72%

 # Highly Qualified Teachers
100%

 # certified in-field
53, 100%

 # ESOL endorsed
28, 53%

 # reading endorsed
4, 8%

 # with advanced degrees
18, 34%

 # National Board Certified
2, 4%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
11, 21%

 # with 6-14 years of experience
25, 47%

 # with 15 or more years of experience
17, 32%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified
10, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

As a school and a district, we utilize a variety of strategies meet the individual needs of our staff members.
1. Teacher Induction Program/Mentor Program/MINT: This program is implemented and monitored through our Professional Development Facilitator, Mentors, and District Support staff. Through the designed activities and tasks within this program, staff members are provided with support as they transition into the Duval County Public School system, as well as the teaching professional.
2. Coaching Cycles: These cycles will provide staff with 8-week lesson studies that focus on Common Core lessons. Our administrative team, as well as curriculum leads and district support staff will provide guidance and direction through this cycle.
3. Differentiated Instruction Groups (DIG): These groups will use common planning time to identify appropriate strategies to meet the individual needs of our students.
4. Professional Learning Communities (PLC): Grade level staff will work together to disaggregate data and identify individual needs within our school community.
5. Focus Walks: Our administrative and curriculum lead team will utilize identified focus walk topics to conduct weekly walk-throughs designed to monitor the implementation of key content, while also providing individual feedback.
6, Team Interviews of applicants: As a leadership team, identified grade level and/or content level leaders will be used during the interview process.
7. Model Classrooms: Curriculum Leads will be used as model classrooms to provide opportunities for all other staff members to see and hear, first hand, best practices.
8. Intern Hosting: Identified classrooms with teachers with Clinical Educator's Training (CET) will host pre-interns and interns from surrounding state and local colleges/universities. As a part of the internship, these individuals are not only included in day-to-day events in the classroom, but also in school-wide activities such as PLCs, grade level meetings and faculty meetings.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

1. Mentee: Karen Bouton (Music), Mentor: Darla Shiell (1st Grade), Ms. Shiell offers 27 years of experience to this partnership. She has served previously as a Grade Level Chair, member of the Leadership Team, member of Shared Governance, and as a directing teacher for many college-level interns and pre-interns since 2000. Ms. Bouton also brings more than 20 years of experience to this partnership, but is new to our district. Ms. Bouton will also be provided with a content area mentor through our district office. Planned mentoring activities include classroom visits, weekly meetings, professional development opportunities, on-going communication and support, and overall assistance regarding her transition to Merrill Road Elementary School.
2. Mentee: Abigail Dyer (PreK/ESE), Mentor: Terri Hargett-George (PreK/ESE), Ms. George offers 12

years of experience to this partnership. She has served previously as a Grade Level Chair, member of our RtI Leadership Team, Curriculum Lead for PreK, ESE Liaison, member and Chair of Shared Governance, and as a directing teacher for many college-level interns and pre-interns. Ms. Dyer joins us from teaching VPK through a private provider. Planned mentoring activities include classroom visits, weekly meetings, professional development opportunities, on-going communication and support, and overall assistance regarding her transition to Merrill Road Elementary School.
3. Mentee: Amy Gustafson (PreK), Mentor: Mynette Fenner (PreK/ESE), Ms. Fenner offers 26 years of experience to this partnership. She has served on the Sunshine Committee as Chair and Treasurer, as well as a directing teacher for many college-level interns and pre-interns. Ms. Gustafson also brings more than 10 years of experience to this partnership, but is new to the district. Planned mentoring activities include classroom visits, weekly meetings, professional development opportunities, on-going communication and support, and overall assistance regarding her transition to Merrill Road Elementary School.
4. Mentee: Chelsea Hawkey (2nd Grade), Mentor: Kathryn Houser (2nd Grade), Ms. Houser offers 6 years of experience to this partnership. She has served as a Grade Level Chair, member of our Collaborative Problem Solving Team (CPST) as a part of our RtI Process, and previous Teacher of the Year. Ms. Hawkey joined us mid-year last year and team taught with Ms. Houser, and will continue her internship this year with her continued support. Planned mentoring activities include classroom visits, weekly meetings, professional development opportunities, on-going communication and support, and overall assistance regarding her transition to Merrill Road Elementary School.
5. Mentee: Sheana Jenkins (Kindergarten), Mentor: Jennifer Correa (Kindergarten), Ms. Correa offers 9 years of experience to this partnership. She has served as a Grade Level Chair, member of our RtI Leadership Team, Curriculum Lead, and as a directing teacher for many college-level interns and pre-interns. Ms. Correa is also our Teacher of the Year this school year. Ms. Jenkins joined our staff last year mid-year and will continue her partnership with Ms. Correa as she completes her internship. Planned mentoring activities include classroom visits, weekly meetings, professional development opportunities, on-going communication and support, and overall assistance regarding her transition to Merrill Road Elementary School.
6. Mentee: Keri Mann (Kindergarten), Mentor: Gabrielle Treadwell (Kindergarten), Ms. Treadwell offers 9 years of experience to this partnership. She has served as a Curriculum Lead in Mathematics, participant in Academy of Math, a member of several committees including Shared Governance, and directing teacher for many college-level interns and pre-interns. Planned mentoring activities include classroom visits, weekly meetings, professional development opportunities, on-going communication and support, and overall assistance regarding her transition to Merrill Road Elementary School.
7. Mentee: Keri Snyder (P.E.), Mentor: Ms. Lisa Skinner (First Grade), Ms. Skinner offers 19 years of experience to this partnership. She has served on a variety of committees, including the textbook committee. Ms. Snyder has 2 years of experience from out of state, and will also be provided a content area specific mentor through our district office. Planned mentoring activities include classroom visits, weekly meetings, professional development opportunities, on-going communication and support, and overall assistance regarding her transition to Merrill Road Elementary School.
In every case, mentors are chosen based upon either a common grade level/ranch (common core expectations), proximity, and professional backgrounds. All mentors are also identified based on student growth over time. Data regarding student performance is provided as a part of our MINT program to provide support for mentor status, as well as individual work towards professional goals as indicated in individual professional development plans.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

In weekly meetings, our collaborative problem-solving team works directly with teachers to discuss data, interventions, and growth towards identified goals and objectives. As a team, best practices, core instruction, and identified interventions and modifications are identified. During this time the charting of student growth within this process is closely monitored and discussed, independently, as well as in relation to the student's peers. If the data demonstrates a continued gap and/or need, additional resources are identified and provided within our learning community to meet the individual needs of each and every student. In addition, additional resources may be determined by this team to meet the individual needs of each and every student.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Functions and responsibilities as a productive team:
1. Serve as a resource to faculty and staff regarding the RtI process, best practices, and data disaggregation.
2. Attend all district training opportunities and bring pertinent information back to the school community to better meet the individual needs of our students.
3. Meet on a monthly, consistent basis to review and disaggregate data. Take information gained from these meetings back to staff and provide assistance in addressing the needs identified through this process.
4. Monitor and assist in the implementation of the three-tiered RtI model within our school community.
Jennifer T. Gray, Principal
As the primary instructional leader of our building, my primary responsibility as a member of this team is to provide a clearly articulated and common vision. In doing so, I must also ensure that all staff are implementing the MTSS with fidelity through observations and data disaggregation. Through monthly reviews of the School Improvement Plan with our staff, SAC, and MTSS, I will lead our school community in ensuring that all strategies are being implemented and assessing the progress towards our identified goals and objectives.
Cynthia Bartley, Assistant Principal
As an instructional leader of our building, Ms. Bartley will also ensure the common vision is clearly articulated and implemented throughout our school community. In support of our monthly reviews of the School Improvement Plans, Ms. Bartley will continue to identify data trends and the work towards ensuring continued progress and growth. As the test coordinator, Ms. Bartley will also strive to ensure the district and state mandated assessments are provided and reviewed in accordance with our identified vision. In addition, Ms. Bartley primarily handles behavioral concerns that are brought to administration. Therefore, she will also ensure that our team is aware of these trends and interventions/ modifications to implement to address them.
Barbara Pipkin, Reading Coach
As an instructional leader, Ms. Pipkin will work directly with staff to provide support in any way needed to support implementation. Ms. Pipkin's primary responsibility will be to pull available data as soon as it is available to begin the disaggregation and identification of trends. Through this work, she will also assist in identifying additional needs that may exist and work to secure the means necessary to provide support to the instructional staff. As the a district liaison, Ms. Pipkin will also work to ensure that the we are following through with district expectations and utilizing district specialist to support these needs.
Kathy McQueen, Guidance Counselor
Ms. MsQueen primarily will serve as the liaison between the school and the district, identifying barriers to learning and working with all available resources within the school community to effectively offer support to staff and students, as needed.
Marie Buckner, IPS
Ms. Buckner also serves as a liaison between the school and the district, identifying needs of both

students and staff regarding interventions and providing guidance and support as we navigate through this process, ensuring we are adhering to policies, procedures, and required guidelines. As needed, Ms. Buckner may also be responsible for providing Tier ii and Tier iii interventions for students in need.
Erin Anthony & Daphne Silkert, ESE Teachers
Both ESE teachers will assist in ensuring as students move through the RtI process that appropriate interventions are used and required data is completed. Both teachers may also be responsible for providing Tier ii and Tier iii interventions for students in need. In addition, both will assist in ensuring appropriate, research-based interventions/modifications are chosen and implemented with fidelity.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Through weekly and monthly meetings, our leadership team will monitor the school's MTSS and SIP. At each meeting, the team will review notes from MTSS meetings and CPST meetings, evaluating the progress of individual students. In addition, the team will look at the data from individual classrooms, grade levels, and subject areas to determine the progress that is being made to achieve the school's targets/goals. Through continued communication with the district regarding approved interventions, the team will ensure research-based strategies are being implemented through data reviews and the analysis of student targets. In addition, the leadership team will review notes from walk-throughs, planning sessions and professional learning community sessions to determine the implementation of strategies identified within the School Improvement Plan. As a team and in conjuction with our Curriculum Leads, we will complete a book study of professional literature to support our instructional rounds, which will assist us in determining the individual needs of our staff through this process, as well.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

A universal screening system is in place for assessment of all students. There is differentiated support within the Tier i program with process monitoring of students within the core program. Tier ii supplemental interventions are implemented for students performing one grade level below and those not meeting grade level expectations. There is progress monitoring within the supplemental intervention. Tier iii intensive interventions are provided for students who are two or more grade levels below expectations. There is also progress monitoring within the intensive intervention.
The following assessments are used to determine student needs and monitor progress in addition to progress monitoring assessment and teacher checkpoints:
Baseline data: Curriculum Guide Baselines in Language Arts, Mathematics, Science, Art, Music and PE. In Kindergarten, FLKRS/ECHOS/FAIR assessment is also used. In First and Second Grades, the IOWA standardized assessment is also being used.
Mid-year: DAR for applicable students, i-Ready mathematics, CGA assessments as indicated above in Art, Music and PE.
End of Year: CGA assessments, as appropriate, DAR, as appropriate, i-Read, as appropriate.
Curriculum Guide Assessments are also being used through the year at the end of each quarter to monitor student progress in mastering common core content. All data will be used to monitor student growth and progress towards identified goals and objectives.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided through professional learning communities with small sessions that will occur throughout the year. These sessions will be identified based on needs of the school community. The facilitator will train the faculty and staff during early dismissal and keep the team informed of the district implementation process as it unfolds through the year.
As included within the professional development plan for our team members, the team will continue to be

supported through a variety of ways. During monthly meetings, conversations regarding data and trends throughout the school will provide the team members with vital information regarding the needs of our students and our staff. As we continue to train the members on appropriate interventions to provide support for our students throughout the tiers, opportunities to identify areas for continued training and support will be provided. In each instance, discussions will occur regarding where we are in the process and to ensure the learning/growth has occurred. Through this reflection, additional support may be provided to meet the individual needs.

In our dialogue with and support for our parents, we will continue to invite and encourage their attendance and participation in our monthly student data review and discussions. This support will include the importance of understanding the intervention purpose and process, as well as providing parents with strategies to support their work at home.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jennifer T. Gray	Principal
Cynthia Bartley	Assistant Principal
Barbara Pipkin	Reading Coach
Kathy McQueen	Guidance Counselor
Janet Heartsill	Teacher
Jennifer Correa	Teacher

How the school-based LLT functions

The school-based Literacy Leadership Team (LLT) will meet on a monthly basis to monitor and assess our growth, trends, and any gaps identified through the disaggregation of data. Through on-going communication with our MTSS, we will work to identify best practices and provide assistance to our school community to better meet the individual needs of our students. We will work with our staff to ensure successful implementation of our core curriculum and provide assistance, as needed, to guide instruction and curricular decisions. Our focus will be on rigor and providing resources to ensure student achievement through continued support of our instructional staff.

Major initiatives of the LLT

Based upon our FCAT data, our primary goals for the 2013-2014 school year will focus on continuing to address the achievement gains of our identified subgroups. Through tailoring instructional strategies within our School Improvement Plan, we will strive to address achievement gaps, provide rigorous instruction and focus on continued achievement in identified areas. This will be done through continued monitoring and disaggregation of data within all professional learning communities, and professional development opportunities, as determined by needs assessments.

In addition, the LLT will work with key staff members to continue to unpack and understand the levels of complexity as identified in the Common Core State Standards. In doing so with a focus on the literacy components, the team will also work with staff to assist in providing additional professional development opportunities to ensure individual needs are being meet. District level Coaching meetings/PLCs will be used to share best practices (i.e. gradual release model, interactive journals) and members of the LLT will assist in multiplying the learning to ensure these best practices are shared across the campus and ultimately implemented with fidelity. As an entire staff our major initiative from every angle must remain to meet the individual needs of every student, every day, in every classroom.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Our Leadership Team and Kindergarten Team consistently reach out to preschool programs throughout our school community to build relationships and identify specific needs in assisting students transition into the Kindergarten setting. As we are able, our Leadership Team pulls and reviews all state provided data regarding readiness scores. In addition, our Kindergarten team conducts readiness assessments throughout the summer to assist in gaining knowledge of current levels of progress for incoming Kindergarteners.

As a yearly event, we also hold a "Kindergarten Round-Up" for possible students, preschools, and families, to come learn about Merrill Road Elementary School. This event allows all guests to view a typical school day, spend time in a Kindergarten classroom, and explore the campus from end to end, including a school bus tour.

In addition, this year we are a part of a district-wide initiative to expand the Preschool program across the district. We have opened two voluntary preschool programs for four-year olds who are intending to enroll in Kindergarten during the upcoming school year. Through the adopted curriculum, our certified staff are providing students with critical readiness skills to prepare them for the Kindergarten curriculum they will be exposed to in the coming year. Using developmentally appropriate instructional strategies and activities, our preschool students are provided with a modified school setting. As we review, disaggregate and analyze the student data through on-going assessments within this program, we can ensure we are providing necessary interventions, modifications, and enrichment activities tailored to meet the individual needs of these preschool students.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Merrill Road is an Elementary School.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Merrill Road is an Elementary School.

Strategies for improving student readiness for the public postsecondary level

Merrill Road is an Elementary School.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	152	31%	34%
Students scoring at or above Achievement Level 4	162	33%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	323	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	328	67%	71%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	121	71%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	171	34%	37%
Students scoring at or above Achievement Level 4	137	27%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	289	59%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	274	56%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	31%	38%
Students scoring at or above Achievement Level 4	45	30%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	490	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	65	10%	8%
Students retained, pursuant to s. 1008.25, F.S.	24	4%	3%
Students who are not proficient in reading by third grade	25	13%	10%
Students who receive two or more behavior referrals	16	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents will continue to be provided with and participate in multiple activities and events that demonstrate student growth and progress in the academic/core content areas, as well as the related arts curriculum.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
More than 80% of families will be represented in at least one school-sponored event for the 2013-2014 school year.	488	75%	80%

Area 10: Additional Targets

Additional targets for the school

Our school community will continue to ensure that policies and procedures specific to Duval County Public Schools and Merrill Road Elementary School will be reviewed and enforced on a daily basis to maintain a safe and productive learning environment, while necessary technological resources will continue to become available for our students and staff.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
75% of our K-2 classes will be observed meeting/exceeding the expectations regarding Marvelous Mustang behavior in the cafeteria.	17	50%%	75%%
75% of classes and staff will be observed meeting/exceeding the expectations regarding playground behavior and supervision.	17	50%%	75%%
We will increase our smart carts (projector, document camera, interactive whiteboard) will be increased by at least 60% by the end of the 2013-2014 school year.	21	48%	60%

Goals Summary

G1. All staff will utilize best instructional practices, which will include differentiated instruction, that will result in active, intellectual engagement for all students in all subgroups.

G2. All staff will provide additional support to parents to assist in supporting them as they strive to meet the educational needs of their students.

G3. All staff will collaborate, plan and implement interventions and enrichment activities that are designed to meet the individual needs of students within each identified subgroup (white, black, asian, SWD, hispanic, and economically disadvantaged).

G4. All staff will implement effective instructional practices that are aligned to Common Core Standards and identified goals/objectives designed to meet the individual needs of our students.

G5. Parents will have multiple opportunities to view and participate in activities designed to show student progress in all areas.

G6. Technology resources (smart carts) will be expanded across the campus to help assist in meeting the individual needs of our staff and students.

Goals Detail

G1. All staff will utilize best instructional practices, which will include differentiated instruction, that will result in active, intellectual engagement for all students in all subgroups.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- EWS

- EWS - Elementary School

- Additional Targets

Resources Available to Support the Goal
- Curriculum Leads

- Reading Coach, to provide support to all staff, as needed

- District Coach Trainings/Content Area Workshops

- Common Planning, offered on a daily, on-going basis

- WOW Wednesdays and Early Dismissal Days for professional development opportunities

- Gradual Release model to be used in all content areas

- Pool Substitute

Targeted Barriers to Achieving the Goal
- Knowledge of differentiated instruction strategies/implementation of such

Plan to Monitor Progress Toward the Goal

Curriculum Leads, MTSS Team, and the Administrative team will monitor the implementation of differentiated instruction and best practices through the use of instructional rounds, walk-throughs, and classroom observations.

Person or Persons Responsible
Curriculum Leads, MTSS Team, and the Administrative Team will work collaboratively to monitor progress.

Target Dates or Schedule:
The identified teams will review data and evidence at monthly meetings to monitor progress.

Evidence of Completion:
Through classroom observation notes and data included in CAST Evaluations and student data analysis, we will document evidence of our progress in utilizing best instructional practices that result in active, intellectual engagement for all students in all subgroups.

G2. All staff will provide additional support to parents to assist in supporting them as they strive to meet the educational needs of their students.

Targets Supported
- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Reading Coach
- Curriculum Leads
- District Specialist
- Staff/Administrative Team

Targeted Barriers to Achieving the Goal
- Parent knowledge and understanding regarding common core expectations and the instructional strategies used to best meet the needs of their students.

Plan to Monitor Progress Toward the Goal

Staff will monitor progress towards meeting this goal through reflections and parent comments after first event to ensure we are providing parents with information they need.

Person or Persons Responsible
All staff involved will assist in monitoring the progress towards meeting this goal.

Target Dates or Schedule:
We will meet, reflect, and note necessary adjustments after each event.

Evidence of Completion:
Evidence will be gathered through Parent Meeting Agendas, Attendance Rosters, Parent Reflection Forms and Staff Reflections/Feedback.

G3. All staff will collaborate, plan and implement interventions and enrichment activities that are designed to meet the individual needs of students within each identified subgroup (white, black, asian, SWD, hispanic, and economically disadvantaged).

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Identified technology programs designed to meet individual student needs

- Classroom libraries which included a variety of reading levels across grade levels that allow for regular rotations

- Common Planning Time

- Professional Learning Communities (PLCs)

- WOW Wednesdays, professional development opportunities

- Early Dismissal professional development opportunities

- Access to a variety of curriculum materials

- Knowledge of specific instructional strategies and differentiated instruction to meet the individual needs of students

Targeted Barriers to Achieving the Goal

- Staff feeling as if they have a lack of knowledge regarding the current resources based on large number of new initiatives

- Time needed to analyze data and identify gaps/needs effectively

Plan to Monitor Progress Toward the Goal

Data chats and the analysis of the disaggregation of student data will be used to monitor the progress of specific subgroup data.

Person or Persons Responsible
Classroom teachers will review the data and be prepared to discuss with the administrative team. These data chats will include a focus on trend data and instructional next steps.

Target Dates or Schedule:
This will be done on an on-going basis, throughout the year through observations and walk-throughs.

Evidence of Completion:
Evidence will be seen in lesson plans, student work, classroom walk-throughs, and observations, as well as through the data disaggregation and analysis during data chats.

G4. All staff will implement effective instructional practices that are aligned to Common Core Standards and identified goals/objectives designed to meet the individual needs of our students.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- EWS

- EWS - Elementary School

Resources Available to Support the Goal
- Curriculum Guides provided by the district

- Reading Coach

- Curriculum Lead team

- District Specialist in each specific content area

- Collaborative and common planning times for staff

- Professional development opportunities

- Technology resources designed to adjust to specific individual student needs

Targeted Barriers to Achieving the Goal
- Curriculum guides not fully aligned with students' current level of progress

- Lack of training and knowledge to fully utilize district curriculum guides

Plan to Monitor Progress Toward the Goal

Progress towards the implementation of effective instructional practices will be monitored through on-going classroom walk-throughs, observations and instructional rounds.

Person or Persons Responsible
Curriculum Leads will conduct instructional rounds and the administrative team will conduct classroom walk-throughs and observations.

Target Dates or Schedule:
This will occur on an on-going basis throughout the school year.

Evidence of Completion:
Evidence will be seen through observation notes, lesson plans, data chats, and assessment data.

G5. Parents will have multiple opportunities to view and participate in activities designed to show student progress in all areas.

Targets Supported
- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal
- Resource Teachers
- Staff

Targeted Barriers to Achieving the Goal
- Parent notification
- Updated contact information

Plan to Monitor Progress Toward the Goal

On-going monitoring of the goal will be completed as events occur throughout the school year.

Person or Persons Responsible
Volunteer Liaison and Administrative Team will monitor this goal.

Target Dates or Schedule:
This will be monitored on an as-needed basis.

Evidence of Completion:
Evidence will be seen in parent attendance logs, reflections, pictures, and in our completed Five Star Notebook.

G6. Technology resources (smart carts) will be expanded across the campus to help assist in meeting the individual needs of our staff and students.

Targets Supported
- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal
- Staff/Technology team
- After-school program
- SAC

Targeted Barriers to Achieving the Goal
- Staff Training

Plan to Monitor Progress Toward the Goal

During the mid-year stakeholders review, we will assess our current status towards this technology increase. Next steps will be determined based upon our growth at that time.

Person or Persons Responsible

The Administrative Team and Technology team will monitor the progress towards this goal.

Target Dates or Schedule:

This will be monitored on an as-needed basis as materials arrive and training occurs.

Evidence of Completion:

Evidence will be seen in the purchase of smart carts and the on-going use of them in classroom observations, lesson plans, as well as through teacher reflection on the impact on student learning.

Action Plan for Improvement

Problem Solving Key

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

G1. All staff will utilize best instructional practices, which will include differentiated instruction, that will result in active, intellectual engagement for all students in all subgroups.

G1.B1 Knowledge of differentiated instruction strategies/implementation of such

G1.B1.S1 Conduct instructional rounds to determine needs of staff, grade level, and school in relation to instructional practices.

Action Step 1

The Curriculum Leads and MTSS Team will conduct instructional rounds to determine current levels of progress regarding instructional practices.

Person or Persons Responsible

Curriculum Lead Team and MTSS Team

Target Dates or Schedule

The Curriculum Leads and MTSS Team will conduct these rounds on a monthly basis.

Evidence of Completion

Evidence of the implementation of this action step will be seen through documented meeting agenda and notes, the observation agenda, as well as through the analysis of student data to determine the level of impact on student learning.

Facilitator:

Jennifer T. Gray, Principal Barbara Pipkin, Reading Coach Cynthia Bartley, Assistant Principal

Participants:

8-15, depending on the schedule

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

Curriculum Leads will identify needs and monitor implementation of the identified strategies.

Person or Persons Responsible

Curriculum Leads, Administrative team

Target Dates or Schedule

monthly

Evidence of Completion

Observations from instructional rounds and walk-throughs, student data results, CAST evaluations

Plan to Monitor Effectiveness of G1.B1.S1

Curriculum Leads and Administrative team will monitor effectiveness during monthly meetings by reviewing observation notes and assessing implementation of identified professional development for staff.

Person or Persons Responsible

Curriculum Leads and Administrative team

Target Dates or Schedule

Monthly

Evidence of Completion

Observations notes, Agendas, Early Dismissal Agendas, CAST evaluations

G1.B1.S2 Provide professional development to support teachers in the implementation of differentiated instructional strategies to engage all students.

Action Step 1

We will provide professional development to support teachers in the implementation of differentiated instructional strategies during WOW Wednesdays, Early Dismissals, and offered professional development sessions during common planning and/or after-school sessions.

Person or Persons Responsible

Reading Coach, Administrative Team

Target Dates or Schedule

These opportunities will be provided on at least a monthly basis, but offered as often as needed as needs are identified.

Evidence of Completion

Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas, WOW Wednesday Agendas, as well as teacher reflection on sessions and overall information documented during classroom walk-throughs and observations.

Facilitator:

Reading Coach, Administrative Teams, Curriculum Leads (if appropriate)

Participants:

as needed

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

Implementation of identified strategies that are offered and provided in a professional development opportunity will be monitored through our walk-throughs, classroom observations and instructional rounds.

Person or Persons Responsible

The Curriculum Leads and MTSS team will conduct these walk-throughs, observations and instructional rounds.

Target Dates or Schedule

This will occur on a monthly basis.

Evidence of Completion

Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas, WOW Wednesday Agendas, as well as teacher reflection on sessions and overall information documented during classroom walk-throughs and observations.

Plan to Monitor Effectiveness of G1.B1.S2

The Curriculum Leads and Administrative team will monitor effectiveness of these professional development strategies that are offered through observations, walk-throughs and instructional rounds.

Person or Persons Responsible

Curriculum Leads, Administrative Team

Target Dates or Schedule

Monthly, daily

Evidence of Completion

Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas, WOW Wednesday Agendas, as well as teacher reflection on sessions and overall information documented during classroom walk-throughs, observations and CAST evaluations.

G1.B1.S3 Utilize modified CLC lessons to identify chosen strategies, plan for implementation, and assess the impact on student learning.

Action Step 1

Classroom walk-throughs and observations will be used to determine instructional next steps for staff.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

walk-throughs, observation logs, CAST evaluations

Facilitator:

Administrative team, Curriculum Leads (as appropriate)

Participants:

as needed, all staff

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

Modified coaching cycles will be provided by the reading coach and available specialist to provide support regarding instructional next steps for staff.

Person or Persons Responsible

Administrative team, district support staff (as needed)

Target Dates or Schedule

as needed

Evidence of Completion

Coaching Cycle notes, student data, classroom observations/walk-throughs

Plan to Monitor Effectiveness of G1.B1.S3

As a part of the coaching cycle, the impact on staff instruction and student learning will be monitored through observations and assessment data.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

classroom observations, student assessment data

G2. All staff will provide additional support to parents to assist in supporting them as they strive to meet the educational needs of their students.

G2.B1 Parent knowledge and understanding regarding common core expectations and the instructional strategies used to best meet the needs of their students.

G2.B1.S1 Provide support to parents to assist them in meeting the needs of their children

Action Step 1

Staff will provide parent nights to educate parents and provide strategies and support to assist them in meeting the educational needs of their children.

Person or Persons Responsible

All Staff

Target Dates or Schedule

Staff will provide these opportunities at least once a semester with a workshop model being used to provide multiple learning opportunities in one evening.

Evidence of Completion

Evidence will be gathered through Parent Meeting Agendas, Attendance Rosters, Parent Reflection Forms and Staff Reflections/Feedback.

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

Administrative team will monitor the implementation of this goal by ensuring the parent night is scheduled and provided to support our families.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

The Administrative Team will ensure these opportunities occur at least once a semester with a workshop model being used to provide multiple learning opportunities in one evening.

Evidence of Completion

Evidence will be gathered through Parent Meeting Agendas, Attendance Rosters, Parent Reflection Forms and Staff Reflections/Feedback.

Plan to Monitor Effectiveness of G2.B1.S1

Staff and parents will monitor the effectiveness of the program through their reflection on the content, as well as any information regarding changes in behavior following the parent nights.

Person or Persons Responsible

All staff, administrative team, involved parents will participate in monitoring the effectiveness of this strategy.

Target Dates or Schedule

This will occur at least once a semester.

Evidence of Completion

Evidence will be gathered through Parent Meeting Agendas, Attendance Rosters, Parent Reflection Forms and Staff Reflections/Feedback.

G3. All staff will collaborate, plan and implement interventions and enrichment activities that are designed to meet the individual needs of students within each identified subgroup (white, black, asian, SWD, hispanic, and economically disadvantaged).

G3.B1 Staff feeling as if they have a lack of knowledge regarding the current resources based on large number of new initiatives

G3.B1.S1 Teachers will collaborate during common planning time and WOW Wednesdays to research, identify and plan to utilize available instructional tools/strategies in order to assist in implementing differentiated instructional strategies for students.

Action Step 1

Teachers will collaborate and plan during common planning to determine available resources to meet the individual needs of their students.

Person or Persons Responsible

Classroom teacher, Reading Coach, Curriculum Leads

Target Dates or Schedule

This will be completed during the optional common planning time, as well as during scheduled opportunities during WOW Wednesdays.

Evidence of Completion

Evidence will be seen in lesson plans, student work, classroom walk-throughs, and observations.

Facilitator:

Administrative Team, Curriculum Leads (as appropriate), Reading Coach

Participants:

all staff, as needed

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

Implementation of specific strategies and resources available will be observed during classroom walk-throughs, reviews of lesson plans, and classroom observations.

Person or Persons Responsible

The Curriculum Leads and Administrative team will monitor the fidelity of this implementation.

Target Dates or Schedule

This will be monitored on an on-going basis, throughout the year during observations and walk-throughs.

Evidence of Completion

Evidence will be seen in lesson plans, student work, classroom walk-throughs, and observations.

Plan to Monitor Effectiveness of G3.B1.S1

The effectiveness of this strategy will be monitored through student work and data disaggregation regarding these specific subgroups.

Person or Persons Responsible

The Administrative team will monitor the effectiveness of this strategy.

Target Dates or Schedule

This will be monitoring on an on-going basis, throughout the year during observations and walk-throughs.

Evidence of Completion

Evidence will be seen in lesson plans, student work, classroom walk-throughs, and observations, as well as data disaggregation and data chats.

G3.B3 Time needed to analyze data and identify gaps/needs effectively

G3.B3.S1 Common planning and collaborative planning opportunities will be provided to allow staff to collaborate, plan and discuss.

Action Step 1

Common planning time will be provided to allow staff to collaborate, plan and discuss.

Person or Persons Responsible

The administrative team will ensure this time is made available to all staff.

Target Dates or Schedule

This will be provided on daily throughout the school year.

Evidence of Completion

Evidence will be provided through team meeting agendas and notes.

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

Collaborative planning will be monitored during work in WOW Wednesdays, Early Dismissal meetings and daily common planning periods.

Person or Persons Responsible

The Administrative Team will ensure the time is provided and used as intended.

Target Dates or Schedule

This will be scheduled daily throughout the school year.

Evidence of Completion

Evidence will be observed through team meeting notes and agendas, as well as observations.

Plan to Monitor Effectiveness of G3.B3.S1

The effectiveness of collaborative planning will be monitored through the implementation of available resources and time.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

Agenda, meeting notes, classroom observations

G4. All staff will implement effective instructional practices that are aligned to Common Core Standards and identified goals/objectives designed to meet the individual needs of our students.

G4.B2 Curriculum guides not fully aligned with students' current level of progress

G4.B2.S1 Staff will use the gradual release of responsibility model to provide appropriate scaffolding in each content area.

Action Step 1

Staff will utilize the "I Do, We Do, You Do" in order to scaffold instruction. This will also be incorporated into the interactive journals in Science and Mathematics.

Person or Persons Responsible

Classroom teachers will utilize the gradual release model throughout weekly lessons.

Target Dates or Schedule

Classroom teachers will utilize the gradual release model throughout weekly lessons.

Evidence of Completion

Evidence will be seen through lesson plans, interactive journals, and classroom observations.

Facilitator:

Reading Coach, Curriculum Leads (as appropriate)

Participants:

all staff, as needed

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

Curriculum Leads will conduct instructional rounds and walk-throughs to monitor the fidelity of implementation

Person or Persons Responsible

Curriculum Leads, Administrative Team, and our District Content Area Specialist will monitor the fidelity of implementation.

Target Dates or Schedule

This will be monitored on an on-going basis throughout the school year.

Evidence of Completion

Evidence will be observed through lesson plans, student interactive journals, core content boards, and classroom observations.

Plan to Monitor Effectiveness of G4.B2.S1

Data discussions and disaggregation will be used to monitor the impact of the gradual release model on student learning.

Person or Persons Responsible

Classroom teachers will meet with the Administrative Team to complete data chats.

Target Dates or Schedule

Data chats will occur on a quarterly basis to discuss current levels of progress and impact on identified goals/strategies.

Evidence of Completion

Evidence will be seen in student assessment data.

G4.B2.S2 Staff will utilize available technology resources to assist in addressing the individual needs of students.

Action Step 1

Teachers will utilize the available technology resources to better meet the individual needs of students.

Person or Persons Responsible

all staff

Target Dates or Schedule

on-going

Evidence of Completion

classroom walk-throughs, lesson plans, workshop rotations

Facilitator:

Reading Coach, Curriculum Leads (as appropriate)

Participants:

all staff, as needed

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Use of available technology resources such as Success Maker, i-Ready and Reflex math will be monitored to ensure it is used to assist in meeting the individual needs of students.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

data logs, classroom observations, lesson plans

Plan to Monitor Effectiveness of G4.B2.S2

The effects on student learning will be monitored as it is related to the implementation of the available technology resources.

Person or Persons Responsible

All staff

Target Dates or Schedule

on-going

Evidence of Completion

assessment data, program reports, PLC discussions, classroom observations

G4.B2.S3 District support staff will be utilized to provide guidance and instruction regarding the implementation of new curriculum guides.

Action Step 1

District support staff will be utilized to provide guidance and instruction regarding the new curriculum guide during monthly sessions.

Person or Persons Responsible

Administrative Team, District Coaches

Target Dates or Schedule

on-going

Evidence of Completion

coaches' logs, classroom observations

Facilitator:

District Coaches (as appropriate), Curriculum Leads (as appropriate), Administrative Team

Participants:

all staff, as needed

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Implementation of curriculum guides will be monitored through weekly walk-throughs and observations.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

on-going

Evidence of Completion

classroom walk-throughs, observations, lesson plans, CAST evaluations

Plan to Monitor Effectiveness of G4.B2.S3

Effectiveness of the implementation of the new curriculum guides will be determined by student assessment data and growth.

Person or Persons Responsible

All staff, administrative team

Target Dates or Schedule

on-going

Evidence of Completion

classroom observations, walk-throughs, student assessment data

G4.B3 Lack of training and knowledge to fully utilize district curriculum guides

G4.B3.S1 Staff will be provided with addition opportunities and support to utilize the new curriculum guides.

Action Step 1

Staff will utilize district provided specialist to assist in understanding and utilizing the new curriculum guides to better meet the individual needs of their students.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

lesson plans, WOW Wednesday agendas, classroom observations, Coaching logs

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Implementation of the curriculum guides and resources available will be monitored through classroom observations and student learning.

Person or Persons Responsible

Administrative team, Coaches' Logs

Target Dates or Schedule

on-going

Evidence of Completion

classroom observations, lesson plans, coaches' logs

Plan to Monitor Effectiveness of G4.B3.S1

Use of the new curriculum guides and their effect on teacher planning and student learning will be monitored by implementation of core content, use of the common core board, and classroom walk-throughs.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

on-going

Evidence of Completion

observation data, lesson plans, coaches' logs

G5. Parents will have multiple opportunities to view and participate in activities designed to show student progress in all areas.

G5.B1 Parent notification

G5.B1.S1 Utilize a variety of mediums to ensure parents are aware of events in a timely fashion to allow for scheduling.

Action Step 1

Utilize the two marquees on campus to communicate upcoming events.

Person or Persons Responsible

Staff will post information in a timely fashion.

Target Dates or Schedule

This will be completed on an as-needed basis.

Evidence of Completion

Evidence will be seen through pictures, five-star notebook, parent attendance rosters and parent reflections.

Action Step 2

Utilize ConnectDuval to notify parents of upcoming events.

Person or Persons Responsible

Staff will record and send out messages.

Target Dates or Schedule

This will be completed on an as-needed basis.

Evidence of Completion

Evidence will be seen through call reports after each notification.

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

We will monitor the implementation of this goal by monitoring parent attendance at events.

Person or Persons Responsible

A variety of staff members will monitor the implementation of this strategy.

Target Dates or Schedule

It will be monitored at every parent event.

Evidence of Completion

Evidence will be seen in parent attendance logs, reflections, pictures, and in our completed Five Star Notebook.

Plan to Monitor Effectiveness of G5.B1.S1

Effectiveness of this notification will be monitored through on-going conversations with stakeholders, as well as parent involvement at identified events.

Person or Persons Responsible

The administrative staff will monitor the effectiveness of strategy.

Target Dates or Schedule

This will be monitored on an as-needed basis.

Evidence of Completion

Evidence will be seen in parent attendance logs, reflections, pictures, and in our completed Five Star Notebook.

G5.B2 Updated contact information

G5.B2.S1 Connect Duval reports will be reviewed after each call-out to assist in identifying wrong numbers and allowing us contact families with incorrect data.

Action Step 1

Review reports from Connect Duval after each school-wide call-out.

Person or Persons Responsible

CRT

Target Dates or Schedule

on-going

Evidence of Completion

error report

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Implementation of this goal will be monitored after each call-out as we monitor the number of errors.

Person or Persons Responsible

CRT

Target Dates or Schedule

on-going

Evidence of Completion

error reports

Plan to Monitor Effectiveness of G5.B2.S1

Effectiveness of this goal will be monitored by the reduction in errors after each call-out.

Person or Persons Responsible

CRT

Target Dates or Schedule

on-going

Evidence of Completion

error report

G6. Technology resources (smart carts) will be expanded across the campus to help assist in meeting the individual needs of our staff and students.

G6.B2 Staff Training

G6.B2.S1 As a part of the expansion, staff will be provided with additional training to ensure implementation of materials and resources.

Action Step 1

Smart carts will be expanded across the campus to provide more classrooms with available technology to advance student learning.

Person or Persons Responsible

The Administrative and Technology Team will work together to expand the resources and provide training to staff.

Target Dates or Schedule

This will occur as the materials arrive and resources become available.

Evidence of Completion

Evidence will be seen in the purchase of smart carts and the on-going use of them in classroom observations and lesson plans.

Facilitator:

Technology Provider, Technology Team, Administrative Team

Participants:

all staff, as needed

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Staff will utilize smartcarts in their daily instruction to provide engaging, intellectually stimulating activities for students to advance learning.

Person or Persons Responsible

The Administrative Team and Technology Team will work together to monitor the implementation of the smartcarts.

Target Dates or Schedule

This will occur as needed, as materials arrive and training occurs.

Evidence of Completion

Evidence will be seen in the purchase of smart carts and the on-going use of them in classroom observations and lesson plans.

Plan to Monitor Effectiveness of G6.B2.S1

We will monitor the increase in student engagement through the daily use of the smart carts and expanded technology.

Person or Persons Responsible

The Administrative Team and Technology Team will work together to monitor the effectiveness of this expansion.

Target Dates or Schedule

This will be monitored on an as-needed basis as materials arrive and training occurs.

Evidence of Completion

Evidence will be seen in the purchase of smart carts and the on-going use of them in classroom observations and lesson plans.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Supplemental Academic Instruction (SAI) funds will be used to service students in identified subgroups who are not meeting grade level expectations/standards.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All staff will utilize best instructional practices, which will include differentiated instruction, that will result in active, intellectual engagement for all students in all subgroups.

G1.B1 Knowledge of differentiated instruction strategies/implementation of such

G1.B1.S1 Conduct instructional rounds to determine needs of staff, grade level, and school in relation to instructional practices.

PD Opportunity 1

The Curriculum Leads and MTSS Team will conduct instructional rounds to determine current levels of progress regarding instructional practices.

Facilitator

Jennifer T. Gray, Principal Barbara Pipkin, Reading Coach Cynthia Bartley, Assistant Principal

Participants

8-15, depending on the schedule

Target Dates or Schedule

The Curriculum Leads and MTSS Team will conduct these rounds on a monthly basis.

Evidence of Completion

Evidence of the implementation of this action step will be seen through documented meeting agenda and notes, the observation agenda, as well as through the analysis of student data to determine the level of impact on student learning.

G1.B1.S2 Provide professional development to support teachers in the implementation of differentiated instructional strategies to engage all students.

PD Opportunity 1

We will provide professional development to support teachers in the implementation of differentiated instructional strategies during WOW Wednesdays, Early Dismissals, and offered professional development sessions during common planning and/or after-school sessions.

Facilitator

Reading Coach, Administrative Teams, Curriculum Leads (if appropriate)

Participants

as needed

Target Dates or Schedule

These opportunities will be provided on at least a monthly basis, but offered as often as needed as needs are identified.

Evidence of Completion

Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas, WOW Wednesday Agendas, as well as teacher reflection on sessions and overall information documented during classroom walk-throughs and observations.

G1.B1.S3 Utilize modified CLC lessons to identify chosen strategies, plan for implementation, and assess the impact on student learning.

PD Opportunity 1

Classroom walk-throughs and observations will be used to determine instructional next steps for staff.

Facilitator

Administrative team, Curriculum Leads (as appropriate)

Participants

as needed, all staff

Target Dates or Schedule

on-going

Evidence of Completion

walk-throughs, observation logs, CAST evaluations

G3. All staff will collaborate, plan and implement interventions and enrichment activities that are designed to meet the individual needs of students within each identified subgroup (white, black, asian, SWD, hispanic, and economically disadvantaged).

G3.B1 Staff feeling as if they have a lack of knowledge regarding the current resources based on large number of new initiatives

G3.B1.S1 Teachers will collaborate during common planning time and WOW Wednesdays to research, identify and plan to utilize available instructional tools/strategies in order to assist in implementing differentiated instructional strategies for students.

PD Opportunity 1

Teachers will collaborate and plan during common planning to determine available resources to meet the individual needs of their students.

Facilitator

Administrative Team, Curriculum Leads (as appropriate), Reading Coach

Participants

all staff, as needed

Target Dates or Schedule

This will be completed during the optional common planning time, as well as during scheduled opportunities during WOW Wednesdays.

Evidence of Completion

Evidence will be seen in lesson plans, student work, classroom walk-throughs, and observations.

G4. All staff will implement effective instructional practices that are aligned to Common Core Standards and identified goals/objectives designed to meet the individual needs of our students.

G4.B2 Curriculum guides not fully aligned with students' current level of progress

G4.B2.S1 Staff will use the gradual release of responsibility model to provide appropriate scaffolding in each content area.

PD Opportunity 1

Staff will utilize the "I Do, We Do, You Do" in order to scaffold instruction. This will also be incorporated into the interactive journals in Science and Mathematics.

Facilitator

Reading Coach, Curriculum Leads (as appropriate)

Participants

all staff, as needed

Target Dates or Schedule

Classroom teachers will utilize the gradual release model throughout weekly lessons.

Evidence of Completion

Evidence will be seen through lesson plans, interactive journals, and classroom observations.

G4.B2.S2 Staff will utilize available technology resources to assist in addressing the individual needs of students.

PD Opportunity 1

Teachers will utilize the available technology resources to better meet the individual needs of students.

Facilitator

Reading Coach, Curriculum Leads (as appropriate)

Participants

all staff, as needed

Target Dates or Schedule

on-going

Evidence of Completion

classroom walk-throughs, lesson plans, workshop rotations

G4.B2.S3 District support staff will be utilized to provide guidance and instruction regarding the implementation of new curriculum guides.

PD Opportunity 1

District support staff will be utilized to provide guidance and instruction regarding the new curriculum guide during monthly sessions.

Facilitator

District Coaches (as appropriate), Curriculum Leads (as appropriate), Administrative Team

Participants

all staff, as needed

Target Dates or Schedule

on-going

Evidence of Completion

coaches' logs, classroom observations

G6. Technology resources (smart carts) will be expanded across the campus to help assist in meeting the individual needs of our staff and students.

G6.B2 Staff Training

G6.B2.S1 As a part of the expansion, staff will be provided with additional training to ensure implementation of materials and resources.

PD Opportunity 1

Smart carts will be expanded across the campus to provide more classrooms with available technology to advance student learning.

Facilitator

Technology Provider, Technology Team, Administrative Team

Participants

all staff, as needed

Target Dates or Schedule

This will occur as the materials arrive and resources become available.

Evidence of Completion

Evidence will be seen in the purchase of smart carts and the on-going use of them in classroom observations and lesson plans.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G6.	Technology resources (smart carts) will be expanded across the campus to help assist in meeting the individual needs of our staff and students.	$1,800
	Total	$1,800

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
School Improvement funds, as well as Community Education funds.	$1,800	$1,800
Total	$1,800	$1,800

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G6. Technology resources (smart carts) will be expanded across the campus to help assist in meeting the individual needs of our staff and students.

G6.B2 Staff Training

G6.B2.S1 As a part of the expansion, staff will be provided with additional training to ensure implementation of materials and resources.

Action Step 1

Smart carts will be expanded across the campus to provide more classrooms with available technology to advance student learning.

Resource Type

Technology

Resource

Smart Carts will be purchased to expand our available technology. These carts will be all-inclusive and contain a projector, document camera, interactive white board, sound system, and all necessary materials and training to support the installments in classrooms and use to increase student engagement.

Funding Source

School Improvement funds, as well as Community Education funds.

Amount Needed

$1,800