

Hillsborough County Public Schools

# Cahoon Elementary Magnet School



2016-17 Schoolwide Improvement Plan

## Cahoon Elementary Magnet School

2312 E YUKON ST, Tampa, FL 33604

[ no web address on file ]

### 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 PK-5	Yes	81%
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	B*	A	A

*\*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 Hillsborough 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	11
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
<b>8-Step Planning and Problem Solving Implementation</b>	<b>23</b>
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	31
<b>Appendix 1: Implementation Timeline</b>	<b>61</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>65</b>
Professional Development Opportunities	65
Technical Assistance Items	67
<b>Appendix 3: Budget to Support Goals</b>	<b>68</b>

## 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 Cahoon Elementary Magnet School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Cahoon Elementary Magnet's mission is to inspire and empower our students to become ambassadors of change as we emphasize rigorous academic standards and real world learning with a focus on animal science, world biomes and community service.

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

Cahoon Elementary Magnet's vision is to become the nation's leader in developing a successful community of problem solvers committed to academic excellence and world conservancy.

#### 2. School Environment

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

Cahoon fosters a positive school culture by establishing and maintaining a learning environment that supports and motivates students through positive academic and behavioral incentives, ongoing communication with all stakeholders, and home-school connections during parent university teaching and learning sessions.

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

Daily Character Education  
Reciting "Say No To Bullying Pledge" each day  
Monthly Guidance Lessons  
Lunch Bunch with Principal  
School Resource Officer  
Buddy System-No child is ever by themselves on campus  
Crisis Management Team

##### 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.

School wide CHAMPS implementation  
Monthly Cougar Incentive Store  
Weekly After School Detention Program  
Referrals and Progress Alerts  
Parent Teacher Conferences  
Lunch Bunch with Principal  
Classroom Discipline Plans-Individualized Behavior Modification Plans  
School-wide Behavior Plan

**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.**

- Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:  
Use the problem-solving model when analyzing data:  
What is the problem? (Problem Identification)  
Why is it occurring? (Problem Analysis and Barrier Identification)  
What are we going to do about it? (Action Plan Design and Implementation)  
Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)  
Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance  
Develop and test hypotheses about why student/school problems are occurring (changeable barriers).  
Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.  
Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.  
Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).  
Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).  
Each PLC develops PLC action plan for SIP strategy implementation and monitoring.  
Assess the implementation of the strategies on the SIP using the following questions:  
Does the data show implementation of strategies are resulting in positive student growth?  
To what extent are we making progress toward the school's SIP goals?  
If we are making progress, what can we do to sustain what is working?  
What barriers to implementation are we facing and how will we address them?  
. What should we do next? What should be our plan of action?

### **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.**

Early warning indicators include:  
Attendance (5 or more absences of any type per grading period)  
One or more suspension (in or out of school)



Excessive tardies (5 or more per grading period)  
ELA/Math course failure  
FAIR Scores  
Interim Assessment Scores

Early warning system data can come from the following sources:

**\*\*Core Curriculum (Tier 1) - Information format: DATA SOURCE: Database Management Systems: Person Responsible/Group Responsible.**

School generated excel database; Reading Coach/Math Coach/AP.

**BASELINE & YEAR DISTRICT ASSESSMENTS:** Scantron Achievement Series; Leadership Team/PLCs/Individual teachers.

**DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY (NAME THE ASSESSMENTS):** Scantron Achievement Series; Data Wall, Dashboard; Leadership Team/PLCs/Individual teachers.

**SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE ASSESSMENTS):** Scantron Achievement Series, Data Wall, PLC Logs; Leadership Team/PLCs/Individual teachers.

**FAIR: Progress Monitoring and Reporting Network (PMRN), IPT, Data Wall; Reading Coach/Reading Resource Teacher/Reading PLC Facilitator.**

**CELLA:** Sagebrush (IPT); ELL/PSLT Representative.

**TEACHERS' COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS:** PLC Database, PLC Logs; Individual teachers/Team Leaders/PLC Facilitators/Leadership Team Member.

**DRA-2:** School generated excel database; Individual teacher.

**\*\*Supplemental/Intensive Instruction (Tiers 2 and 3) - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.**

**ASSESSMENTS DATA COLLECTED FROM EXTENDED LEARNING PROGRAMS:** School generated excel database; Leadership Team/ELP Facilitator.

**FAIR OPM:** School generated excel database; Leadership Team/Reading Coach.

**ONGOING ASSESSMENTS WITHIN INTENSIVE COURSES (Middle/High):** Database provided by course materials (for courses that have one, e.g., Read 180), School generated excel database; Coaches.

**CURRICULUM BASED MEASUREMENTS:** easyCBM Reports; Leadership Team/PLCs, Individual Teachers, Reading Coaches.

**RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS (e.g., iStation):** Assessments included in computer-based programs; PLCs/Individual teachers/Reading coaches.

**\*\*Engagement - Information format: DATA SOURCE: Database: Person Responsible/Group**



Responsible.

ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on Demand, IPT, EASI; Attendance Clerk/Attendance Committee/PSLT/PLCs.

DISCIPLINE DATA (Out-of-school suspensions, in-school suspensions, ATOSS, Discipline Referrals): District Databases: Reports on Demand, IPT, EASI; PSLT/PLCs/Behavior Intervention Committee/PBS Team.

DROPOUT PREVENTION DATA (Withdrawal codes, academic outcomes, attendance, discipline data): District databases: Reports on Demand, IPT, EASI, Dashboard, Site generated early warning systems; PSLT/Dropout Prevention Specialist/PLCs/Guidance Counselors/Dropout Prevention Committee.

**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	3	10	11	4	5	4	0	0	0	0	0	0	0	37
One or more suspensions	0	1	6	2	2	3	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	12	30	0	0	0	0	0	0	0	49

**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	2	1	3	3	0	0	0	0	0	0	0	9

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

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional

materials and intervention resources at Tiers 2/3

- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/charts conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - o Implementation and support of PLCs
  - o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
  - o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

## 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 available at the school site.

#### 2. Description

**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.**

We have organizations that have offered to support our school in a variety of ways. The administration and its leadership team have met with key people in the organizations to create a list of volunteer opportunities. Our plan is to communicate through emails, phone calls, and meetings in order to develop meaningful projects to support our school and increase student achievement.

## 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
Griffiths, Joanne	Principal
Miller, Jennifer	Other
Brown, Kristian	Other
	School Counselor
Farmer, Lori	Assistant Principal

#### b. Duties

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

Elementary PSLT Members

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
- ESE teacher
- PLC Liaisons for each grade level, K-5
- SAC Chair
- ELP Coordinator
- ELL Representative

The examples below demonstrate the shared roles and responsibilities for members of the PSLT:

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/Rtl implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)

PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

The examples below demonstrate the shared roles and responsibilities for members of the PSLT:

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/Rtl implementation at the building level. The

principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)

PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.

PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan

The Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

***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.***

Elementary/Middle/High

- In an effort to engage in a systematic data-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:
  - o Analyze student outcomes and make data-driven decisions:

1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
  - o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
  - o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).
  - o Develop and target interventions based on confirmed hypotheses.
  - o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
  - o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
  - o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).
  - o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
  - o Assess the implementation of the strategies on the SIP using the following questions:
    1. Does the data show implementation of strategies are resulting in positive student growth?
    2. To what extent are we making progress toward the school's SIP goals?
    3. If we are making progress, what can we do to sustain what is working?
    4. What barriers to implementation are we facing and how will we address them?
    5. What should we do next? What should be our plan of action?

#### Title I, Part A

Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

#### Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

#### Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice

#### Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.

#### Title III

Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners

#### Title X- Homeless

#### Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

Violence Prevention Programs  
NA

Nutrition Programs  
NA

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Pam Bradford	Parent
Pam Bradford	Parent
Eve Barbanell	Parent
Jada Stephens	Parent
JoAnn Offray	Parent
Lori Dodds	Teacher
Cassy Timiken	Business/Community

### 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

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.

##### b. Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

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

SAC submits a budget within the SIP to support strategy implementation and/or professional development.

In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have



been completed.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

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

- Common core Instruction 1.1, 2.1, 2.2
- ELP 4.1, 5C.1 (ELL), 5D.1 (SWD)
- Math 1.1, 2.2, 4.1, 5C.1 (ELL), 5D.1 (SWD)
- Science 1.1 Poster maker machine 600.00
- Parent Involvement Goals (see Title 1 Parent Involvement Plan) Student Performance Extravaganza 600.00

**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
Miller, Jennifer	Instructional Coach
Nikkinen, Lindsey	Teacher, ESE
Norder, Kelly	Instructional Media
Ernst, Maggie	Teacher, K-12
Huitt, Julie	Teacher, K-12
Velasquez, Stacy	Teacher, K-12
Roberts, Shaleema	Teacher, K-12
Nelson, Jill	Teacher, K-12
Griffiths, Joanne	Principal
Farmer, Lori	Assistant Principal

**b. Duties**

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

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP. Members include:



Principal  
Assistant Principal  
Reading Coach/Resource Teacher  
ESE Teacher  
ELL Representative  
Grade Level Representatives

The principal is the LLT (ILT) chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The LLT (ILT) is grounded in a shared or distributive leadership model where content teachers, the reading coach, instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus.

The LLT (ILT) members monitors reading/writing data, identifies school-wide and individual teachers' reading/writing-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT ILT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

## **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.**

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings

Core Beliefs:

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.
- PLC meetings will be regularly scheduled.

Essential Characteristics of a PLC

- Shared mission, vision, values, goals
- Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
- Collaborative teams focused on learning
- In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.

- Collective inquiry
- Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.
- Action orientation and experimentation
- Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.
- Commitment to Continuous improvement
- Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of:
  - ? Gathering evidence of current levels of student learning
  - ? Developing strategies and ideas to build on strengths and address weaknesses in that learning
  - ? Implementing the strategies and ideas
  - ? Analyzing the impact of the changes to discover what was effective and what was not
  - ? Applying the new knowledge in the next cycle of continuous improvement
- Results orientation
- Educators in a PLC assess their efforts on the basis of tangible results

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

Teacher Interview Day and Recruitment Fairs occur in June under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.

The Salary Differential program for identified high needs Title I schools helps to recruit and retain high quality teachers. All new hires must be approved by the District. This program requires teachers to be rated in the "good to excellent" range, be highly qualified for their position, and to have completed, signed and implemented an Individualized Professional Development Plan (IPDP).

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

District based mentors are provided to teachers new to teaching through the EET initiative. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

# **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.**

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully implemented in 2013-14. The Common Core (CC) standards may be accessed at: [http://www.cpalms.org/Standards/Common\\_Core\\_Standards.aspx](http://www.cpalms.org/Standards/Common_Core_Standards.aspx). These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.

The benchmarks are in the subject areas of mathematics beyond college and career ready (calculus, discrete mathematics, and financial literacy), science, social studies, the arts (dance, music, theatre, and visual arts), health education, physical education, world languages, gifted education and special education skills.

HCPS has, as required by state statute, adopted a comprehensive plan for student progression, which includes standards for evaluating each student's performance, including mastery of the Florida Standards. The plan also provides specific levels of performance in reading, writing, science, and mathematics at each grade level that includes the levels of performance on statewide assessments (as established by the Commissioner) at which a student must receive remediation or be retained. The HCPS pupil progression plan can be viewed at: <http://www.sdhc.k12.fl.us/instruction/StudentProgressionPlan/index.asp>.

Pursuant to State law, HCPS Board policies require purchasing current instructional materials so that each student has a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for grades K-12. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school. These purchases shall be for instructional materials included on the State-adopted list, except as otherwise provided in State law, and shall be made within the first two years of the adoption cycle. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school.

## **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.***

HCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework as defined by Florida.

PS-Rtl/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-Rtl/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The Rtl/MTSS framework is characterized by a continuum of academic and behavior supports

reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows:

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings

Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports

The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

I. Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

HCPS offers a variety of programs designed to meet the diverse needs of students. In Elementary School these supplemental and enrichment programs include additional time in small teacher-guided groups, computer aided interventions (i.e. iStation, FASTT Math, Dimension U), Extended Learning

Time, extended year programs, tutorial support, Math Bowl, Economics Bowl, Tivitz, Fine Arts Festival, Speech Contest, myOn Reader, Battle of the Books, Science Olympics, Magnet Programs, Hillsborough Robots Challenge, and Geography Bee. In Middle and High Schools, these supplemental and enrichment programs include SpringBoard reading support, computer aided interventions (myOn reader, Dimension U), Tutorial support, Robotics, Science Olympiad, AVID, Advanced Placement, IB, Dual Enrollment, Grade Enhancement Courses, Career Pathways, Program Completers, Industry Certifications, Magnet Programs, credit recovery, and extended year programs.

**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:** Extended School Day

**Minutes added to school year:** 2,250

Extended Learning Program- After School Program for 1.5 hours per week. Saturday Academy total hours 9

**Strategy Rationale**

Students will be provided additional instruction and interventions in specific areas of focus.

**Strategy Purpose(s)**

- Core Academic Instruction

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

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

ELA Interim Assessments

Math Formatives

Math and Science BOY, MOY, and EOY

Florida Standards Assessment Scores for ELA and Math

Science FCAT

**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.**

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the

summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program were given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment continues to be administered at the start and end of the VPK program. A copy of these assessments are mailed to the school in which the child is registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

## **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.**

N/A

**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.**

N/A

**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.**

N/A

## **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

**1** = Problem Solving Step     **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Mathematics instructional goal setting strategies in all classrooms will be based on analysis of student performance data in order to scaffold instruction and increase academic rigor as measured by Mathematics Teaching Practices (MTP) rubrics.
- G2.** By September 6, 2016, 100% of all teachers will include one to two higher order thinking questions in their daily social studies instruction based on standards, calendars and benchmark clarification tools as measured by anecdotal notes, exit tickets and ISN's.
- G3.** Quality writing will be modeled using think aloud strategies to promote student writing performance measured by Florida Standards writing proficiency grids.
- G4.** ELA teachers will plan and implement daily guided reading group instruction to improve and increase students' Foundational Skills and Reading Comprehension as measured by ISIP in Grades K-2 and FAIR in Grades 3-5.
- G5.** To increase student engagement through differentiated instructional strategies developed through continuous and collaborative reflection, ongoing professional development, and building a positive school culture that includes and involves all stakeholders.
- G6.** Teachers will participate in on-site science coaching cycles and attend inservice science workshops based on feedback and needs assessment surveys in order to engage students in rigorous and authentic standards based instruction in Nature of Science, Physical Science, and Earth and Life Science.

## 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.** Mathematics instructional goal setting strategies in all classrooms will be based on analysis of student performance data in order to scaffold instruction and increase academic rigor as measured by Mathematics Teaching Practices (MTP) rubrics. 1a

G085784

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	100.0

**Targeted Barriers to Achieving the Goal** 3

- Knowledge of content, pedagogy and best Mathematical teaching practices

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Instructional Guides (GCG), Shanna Uhe (Academic Math Coach: Area 7)

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

Monitor student learning gains through various school and district assessments.

**Person Responsible**

Lori Farmer

**Schedule**

Monthly, from 8/29/2016 to 5/26/2017

**Evidence of Completion**

Unit assessments, daily exit tickets, performance tasks, anecdotal records, math journals and student goal setting will be reviewed by grade level teams and during report card meetings quarterly.

**G2.** By September 6, 2016, 100% of all teachers will include one to two higher order thinking questions in their daily social studies instruction based on standards, calendars and benchmark clarification tools as measured by anecdotal notes, exit tickets and ISN's. 1a

G085785

**Targets Supported** 1b

Indicator	Annual Target
Writing Achievement District Assessment	80.0

**Targeted Barriers to Achieving the Goal** 3

- insufficient amount of planning time

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Social Studies Navigator

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

Student ISN's, exit tickets and teacher anecdotal notes will be collected.

**Person Responsible**

Maggie Ernst

**Schedule**

Quarterly, from 8/29/2016 to 5/26/2017

**Evidence of Completion**

Student responses to teacher posed H.O.T questions recorded in their ISN's.

**G3.** Quality writing will be modeled using think aloud strategies to promote student writing performance measured by Florida Standards writing proficiency grids. 1a

G085786

**Targets Supported** 1b

Indicator	Annual Target
Writing Gains District Assessment	100.0

**Targeted Barriers to Achieving the Goal** 3

- Professional Development

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- 

**Plan to Monitor Progress Toward G3.** 8

Student Writing Pieces

**Person Responsible**

Lori Farmer

**Schedule**

Quarterly, from 10/21/2016 to 5/26/2017

**Evidence of Completion**

Learning Gains will be monitored using Grade Level Writing proficiency grids.

**G4.** ELA teachers will plan and implement daily guided reading group instruction to improve and increase students' Foundational Skills and Reading Comprehension as measured by ISIP in Grades K-2 and FAIR in Grades 3-5. 1a

G085787

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	100.0

**Targeted Barriers to Achieving the Goal** 3

- Planning

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Common Core Companion Book
- Reading Coach
- Planning Support Tools

**Plan to Monitor Progress Toward G4.** 8

Running Records to show student learning gains

**Person Responsible**

Lori Farmer

**Schedule**

On 5/26/2017

**Evidence of Completion**

ELA teachers will communicate about students' reading behaviors and or Level in report card review meetings

**G5.** To increase student engagement through differentiated instructional strategies developed through continuous and collaborative reflection, ongoing professional development, and building a positive school culture that includes and involves all stakeholders. 1a

G085788

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - ED	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	67.0
CELLA Writing Proficiency	41.6
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	

**Targeted Barriers to Achieving the Goal** 3

- Understanding Florida Standards Expectations
- Professional Development
- Scheduling/Planning
- Parental Involvement

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Instructional Leadership Team
- Systemic Structures that Support and Promote Professional Development
- Reading Coach
- District Content Level Experts

**Plan to Monitor Progress Toward G5.** 8

Classroom Walkthroughs

**Person Responsible**

Joanne Griffiths

**Schedule**

Weekly, from 9/21/2015 to 6/10/2016

**Evidence of Completion**

Walkthrough Checklist and Informal and Formal Observations

**Plan to Monitor Progress Toward G5. 8**

Weekly Data Chats (ELA)

**Person Responsible**

Jennifer Miller

**Schedule**

Biweekly, from 9/7/2015 to 6/10/2016

**Evidence of Completion**

Student Data and Work Samples

**Plan to Monitor Progress Toward G5. 8**

Data Chats/SIP Review/ Parent University (Math)

**Person Responsible**

Shanna Uhe

**Schedule**

Monthly, from 9/14/2015 to 6/10/2016

**Evidence of Completion**

Student Data and Work Samples

**Plan to Monitor Progress Toward G5. 8**

Classroom Walkthroughs

**Person Responsible**

Joanne Griffiths

**Schedule**

Weekly, from 9/21/2015 to 5/23/2016

**Evidence of Completion**

Classroom Walkthrough Checklist and Informal and Formal Observations

**Plan to Monitor Progress Toward G5. 8**

Weekly Team Planning Meetings for Tier 1, Tier 2, and Tier 3

**Person Responsible**

Joanne Griffiths

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Lesson Plans that differentiate instruction



**G6.** Teachers will participate in on-site science coaching cycles and attend inservice science workshops based on feedback and needs assessment surveys in order to engage students in rigorous and authentic standards based instruction in Nature of Science, Physical Science, and Earth and Life Science. 1a

G085789

**Targets Supported** 1b

Indicator	Annual Target
Science Achievement District Assessment	100.0

**Targeted Barriers to Achieving the Goal** 3

- Planning and insufficient time management

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- PDS, Inservice Record, Science Resource Teacher, Science Area Academic Coach, Science Goals and Action Steps

**Plan to Monitor Progress Toward G6.** 8

Mini- assessments, unit assessments, form tests, 5th grade SSA, interactive notebooks, and anecdotal notes, will be used to assess student achievement.

**Person Responsible**

Shaleema Roberts

**Schedule**

Daily, from 8/29/2016 to 5/26/2017

**Evidence of Completion**

Student gains in assessments will show teacher implementation of professional development strategies.

## 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.** Mathematics instructional goal setting strategies in all classrooms will be based on analysis of student performance data in order to scaffold instruction and increase academic rigor as measured by Mathematics Teaching Practices (MTP) rubrics. **1**

 **G085784**

**G1.B1** Knowledge of content, pedagogy and best Mathematical teaching practices **2**

 **B227917**

**G1.B1.S1** Professional development, team collaboration, and GCG's will be used to eliminate or reduce the barrier. **4**

 **S240486**

### Strategy Rationale

Teachers who participate in professional development and plan with their team weekly will have a better understanding of the content.

### Action Step 1 **5**

Teachers will collaborate weekly to establish team learning goals.

#### Person Responsible

Lori Farmer

#### Schedule

Weekly, from 8/29/2016 to 5/26/2017

#### Evidence of Completion

Grade levels will turn in team planning notes to administration after collaboration.

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

Administrative walkthroughs and collection of team planning notes.

**Person Responsible**

Lori Farmer

**Schedule**

Weekly, from 8/29/2016 to 5/26/2017

***Evidence of Completion***

Using the math walkthrough form, administrators will have evidence of teacher implementation of math content.

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

Teachers will create an IPDP and/or will attend professional development trainings to increase their knowledge of math content.

**Person Responsible**

Lori Farmer

**Schedule**

Semiannually, from 8/29/2016 to 5/26/2017

***Evidence of Completion***

Teacher's IPDP, team planning notes and inservice records will be used as evidence.

**G2.** By September 6, 2016, 100% of all teachers will include one to two higher order thinking questions in their daily social studies instruction based on standards, calendars and benchmark clarification tools as measured by anecdotal notes, exit tickets and ISN's. **1**

 G085785

**G2.B1** insufficient amount of planning time **2**

 B227918

**G2.B1.S1** The use of Social Studies Navigator and using time during PLC's to plan. **4**

 S240487

### Strategy Rationale

Social Studies Navigator has a calendar, lessons readily available, and benchmark clarifications.

### Action Step 1 **5**

Teachers will plan out their higher order thinking questions prior to the lesson being taught.

#### Person Responsible

Lori Farmer

#### Schedule

Daily, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

Minute meetings from team planning will include the H.O.T questions that will be used during instruction.

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

Grade levels will turn in their team planning minutes.

#### Person Responsible

Lori Farmer

#### Schedule

Weekly, from 8/29/2016 to 5/26/2017

#### Evidence of Completion

The exit tickets and student ISN's will demonstrate the evidence.

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

Classroom walkthroughs, and attending team planning sessions.

### Person Responsible

Lori Farmer

### Schedule

Weekly, from 8/29/2016 to 5/26/2017

### Evidence of Completion

Classroom walkthrough checklist will be the evidence collected.

**G3.** Quality writing will be modeled using think aloud strategies to promote student writing performance measured by Florida Standards writing proficiency grids. 1

 G085786

## G3.B1 Professional Development 2

 B227919

**G3.B1.S1** ELA teachers will watch the MOODLE courses for Writing to see examples of modeled writing in Explorations and Writer's Workshop 4

 S240488

### Strategy Rationale

To gain understanding of the writing process and how to think aloud for students.

## Action Step 1 5

Plan lessons, models and think alouds in grade level planning sessions

### Person Responsible

Sherry Reich

### Schedule

Biweekly, from 8/15/2016 to 5/26/2017

### Evidence of Completion

Anecdotal notes during grade level planning sessions to determine support needed.

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

Writing Walkthroughs

**Person Responsible**

Lori Farmer

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

Anchor Charts throughout the room that displays the crafts and conventions taught through teacher modeling and mini lessons

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

Review the Writing Proficiency Grids to analyze student learning gains

**Person Responsible**

Lori Farmer

**Schedule**

Quarterly, from 10/21/2016 to 5/26/2017

***Evidence of Completion***

ELA teachers will be able to communicate student learning gains in writing based on the writing proficiency grids and the FSA Writing rubrics.


**G4.** ELA teachers will plan and implement daily guided reading group instruction to improve and increase students' Foundational Skills and Reading Comprehension as measured by ISIP in Grades K-2 and FAIR in Grades 3-5. 1

 G085787

**G4.B1 Planning** 2

 B227920

**G4.B1.S1** Utilize Grade Level Planning Sessions to plan for Guided Reading Groups 4

 S240489

**Strategy Rationale**

Planning Sessions will allow for collaborative conversations and strategies for implementing effective guided reading sessions.

**Action Step 1** 5

Establish a Literacy Classroom to prepare the environment and culture for effective guided reading

**Person Responsible**

Jennifer Miller

**Schedule**

Daily, from 8/10/2016 to 9/14/2016

***Evidence of Completion***

**Action Step 2** 5

ELA teachers will attend Running Record and DRA2 Training

**Person Responsible**

Jennifer Miller

**Schedule**

Weekly, from 8/31/2016 to 9/12/2016

***Evidence of Completion***



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

Grade Level Team Planning Visits

**Person Responsible**

Lori Farmer

**Schedule**

Weekly, from 8/29/2016 to 5/26/2017

***Evidence of Completion***

Guided Reading Walkthroughs

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

ELA teachers will engage in Coaching Cycles with the Reading Coach

**Person Responsible**

Jennifer Miller

**Schedule**

Weekly, from 10/3/2016 to 3/31/2017

***Evidence of Completion***

Coaching Cycles


**G5.** To increase student engagement through differentiated instructional strategies developed through continuous and collaborative reflection, ongoing professional development, and building a positive school culture that includes and involves all stakeholders. 1

 G085788

**G5.B1** Understanding Florida Standards Expectations 2

 B227922

**G5.B1.S1** Implement vertical team planning to analyze Florida Standards across grade levels. 4

 S240490

### Strategy Rationale

The difference between each standard will be identified and how they change from level of support needed from grade to grade.

### Action Step 1 5

The ILT will meet as a vertical team to look at student work and analyze the Standards across grade levels.

#### Person Responsible

Shana Tirado

#### Schedule

Biweekly, from 9/21/2015 to 5/23/2016

#### Evidence of Completion

ILT Agenda's, minutes, PLC School wide agenda reflecting ILT recommendations

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

ILT Meetings will be scheduled during uninterrupted time and monitored through the completion of identified tasks and goals to be accomplished.

#### Person Responsible

Joanne Griffiths

#### Schedule

Biweekly, from 9/21/2015 to 5/23/2016

#### Evidence of Completion

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

Vertical Team Planning Sessions will be scheduled

**Person Responsible**

Joanne Griffiths

**Schedule**

Monthly, from 9/28/2015 to 5/16/2016

***Evidence of Completion***

Minutes

**G5.B1.S2** Ensure that all teachers have an understanding of foundational skills in each subject area. 4

 S240491

**Strategy Rationale**

Multiple strategies for word decoding for our struggling readers/writers as well as building number sense and problem-solving skills.

**Action Step 1** 5

All teachers will develop their understanding of foundational skills in each content area

**Person Responsible**

Joanne Griffiths

**Schedule**

Monthly, from 8/21/2015 to 5/20/2016

***Evidence of Completion***

PD Agenda's, minutes, artifacts

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

Observations of foundational skills lessons

**Person Responsible**

Joanne Griffiths

**Schedule**

Quarterly, from 9/7/2015 to 5/23/2016

***Evidence of Completion***

Observation Data

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Teachers will engage in coaching cycles to improve their effectiveness.

**Person Responsible**

Jennifer Miller

**Schedule**

Quarterly, from 9/28/2015 to 5/23/2016

***Evidence of Completion***

Coaching Cycle Data

**G5.B1.S3** Teachers will utilize various resources to increase their understanding of their own grade level standards in order to effectively communicate expectations with all stakeholders. 4

S240492

### Strategy Rationale

Deeper understanding will increase our creativity, ease of instruction, communication and ability to make meaningful connections.

### Action Step 1 5

All teachers will utilize curriculum resources; such as the Common Core Companion book, in conjunction with the PSTs, GCGs, Think Central and Journeys to increase their understanding of their grade level standards.

#### Person Responsible

Jennifer Miller

#### Schedule

Weekly, from 10/5/2015 to 5/23/2016

#### Evidence of Completion

Planning Sessions and Observations of lessons

### Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Observations and Walkthroughs

#### Person Responsible

Joanne Griffiths

#### Schedule

Monthly, from 9/28/2015 to 5/30/2016

#### Evidence of Completion

Observation Data

**Plan to Monitor Effectiveness of Implementation of G5.B1.S3** 7

Teachers will engage in Coaching Cycles

**Person Responsible**

Jennifer Miller

**Schedule**

Quarterly, from 9/28/2015 to 5/23/2016

***Evidence of Completion***

Coaching Cycle Data

**G5.B1.S4** Increase school wide understanding of FSA expectations. 4

 S240493

**Strategy Rationale**

School wide understanding of FSA expectations prepares all students to be successful on standardized assessments.

**Action Step 1** 5

Teachers will utilize the online FSA training portal to become familiar with the assessment

**Person Responsible**

Lori Farmer

**Schedule**

On 4/29/2016

***Evidence of Completion***

PLC sign-in sheet

**Plan to Monitor Fidelity of Implementation of G5.B1.S4** 6

Item analysis of interim assessments as well as the FSA practice test and observation of new strategies to improve student performance on assessment.

**Person Responsible**

Lori Farmer

**Schedule**

Semiannually, from 10/19/2015 to 1/11/2016

***Evidence of Completion***

Test Data

**Plan to Monitor Effectiveness of Implementation of G5.B1.S4** 7

Item analysis of interim assessments

**Person Responsible**

Lori Farmer

**Schedule**

Semiannually, from 10/19/2015 to 1/18/2016

***Evidence of Completion***

Test Data



**G5.B1.S5** Understand the resources that align with each standard. 4

 S240494

**Strategy Rationale**

The effectiveness of instructional delivery will be maximized.

**Action Step 1** 5

All teachers will be guided in understanding how the resources are aligned with each standard.

**Person Responsible**

Joanne Griffiths

**Schedule**

Weekly, from 9/21/2015 to 5/23/2016

***Evidence of Completion***

Lesson Plans, Lesson Observations

**Plan to Monitor Fidelity of Implementation of G5.B1.S5** 6

Academic Coaches support planning sessions

**Person Responsible**

Jennifer Miller

**Schedule**

Monthly, from 9/28/2015 to 5/23/2016

***Evidence of Completion***

Use, discussion and documentation of the resources used in lessons

**Plan to Monitor Effectiveness of Implementation of G5.B1.S5** 7

Academic Coaches support planning sessions

**Person Responsible**

Jennifer Miller

**Schedule**

Monthly, from 9/14/2015 to 5/23/2016

**Evidence of Completion**

Use, discussion, and documentation of resources used in lessons

**G5.B1.S6** Ensure that the standards are available at PLC's, Team Meetings, and Planning sessions. 4

 S240495

**Strategy Rationale**

Deepening the understanding of the standards will help guide effective student instruction and time on task.

**Action Step 1** 5

All teachers will refer to the Florida Standards when lesson planning

**Person Responsible**

Joanne Griffiths

**Schedule**

Daily, from 9/14/2015 to 6/10/2016

**Evidence of Completion**

Lesson Plans, Classroom Anchor Charts

**Plan to Monitor Fidelity of Implementation of G5.B1.S6** 6

Team Leaders will monitor and document the usage of the standards and resources, as well as the engagement of all team members as they develop their lessons during planning sessions.

**Person Responsible**

Jennifer Miller

**Schedule**

Weekly, from 9/7/2015 to 5/23/2016

***Evidence of Completion***

Team Meeting Minutes, discussions of planning support tools, and strategizing sessions to improve the effectiveness of grade level teams

**Plan to Monitor Effectiveness of Implementation of G5.B1.S6** 7

Student-led conferences and student focus groups with administration where students will communicate their understanding of instructional objectives

**Person Responsible**

Joanne Griffiths


**Schedule**

Triannually, from 11/5/2015 to 4/13/2016

***Evidence of Completion***

Students' understanding of objectives through communication

**G5.B1.S7** Teachers will attend professional development and utilize vertical planning and data analysis to better understand the standards. 4

 S240496

### Strategy Rationale

Ensure the effectiveness of instructional delivery is maximized.

### Action Step 1 5

Curriculum Resources will impact student achievement

#### Person Responsible

Stacy Velasquez

#### Schedule

Quarterly, from 8/25/2015 to 6/10/2016

#### Evidence of Completion

Through Data Chats, assessments, and LDC modules

### Action Step 2 5

Professional Development will strengthen teacher understanding of content area

#### Person Responsible

Stacy Velasquez

#### Schedule

Quarterly, from 8/25/2015 to 6/10/2016

#### Evidence of Completion

In-service records show professional development participation

**Plan to Monitor Fidelity of Implementation of G5.B1.S7** 6

Scheduling of and participation in ILT discussion

**Person Responsible**

Joanne Griffiths

**Schedule**

Monthly, from 9/14/2015 to 5/23/2016

***Evidence of Completion***

ILT minutes and recommendations of school-wide action steps

**Plan to Monitor Effectiveness of Implementation of G5.B1.S7** 7

Student data will be reviewed and analyzed across vertical teams

**Person Responsible**

Joanne Griffiths

**Schedule**

Monthly, from 11/2/2015 to 5/16/2016

***Evidence of Completion***

Student performance data

## G5.B2 Professional Development 2

 B227923

**G5.B2.S1** Utilize the Instructional Leadership Team strategies to drive decisions regarding building teacher capacity. 4

 S240497

### Strategy Rationale

Looking at student work will provide critical information for determining student skill attainment and the level of instructional effectiveness.

### Action Step 1 5

The Instructional Leadership Team will meet monthly to look at student work and determine professional development needs.

#### Person Responsible

Joanne Griffiths

#### Schedule

Monthly, from 8/10/2015 to 6/10/2016

#### Evidence of Completion

ILT Agenda's, protocols, rubrics, student work

### Action Step 2 5

Site-based trainings will be scheduled based on student achievement needs and instructional practices.

#### Person Responsible

Lori Farmer

#### Schedule

Quarterly, from 8/31/2015 to 3/31/2016

#### Evidence of Completion

Classroom Observations, Reflections, Inservice Records, Student Work, Assessment Data

## Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Scheduled meetings, agenda's, active participation and adherence to the norms of the ILT

### Person Responsible

Joanne Griffiths

### Schedule

### *Evidence of Completion*

Agenda's, Student work, school wide recommendations and strategies.

## Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

### Person Responsible

### Schedule

### *Evidence of Completion*

**G5.B2.S2** Schedule site-based inservice trainings directly aligned with student achievement needs and instructional practices. 4

 S240498

### Strategy Rationale

Delivering research-based strategies that are focused on differentiated instruction will positively impact student learning.

## Action Step 1 5

All teachers will participate in Professional Development Sessions that align with student needs

### Person Responsible

Joanne Griffiths

### Schedule

Quarterly, from 9/7/2015 to 5/23/2016

### *Evidence of Completion*

Inservice Record



**Plan to Monitor Fidelity of Implementation of G5.B2.S2** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G5.B2.S2** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G5.B2.S3** Improve teacher competency in conducting independent reading and writing conferences. 4

 S240499

**Strategy Rationale**

Conducting individual reading and writing conferences will improve each student's reading comprehension and independent writing development.

**Action Step 1** 5

Schedule training for all teachers K-5 to view district models of independent reading and writing conferences

**Person Responsible**

Jennifer Miller

**Schedule**

On 10/23/2015

***Evidence of Completion***

A sign in sheet to document who has viewed the videos

**Action Step 2** 5

Survey school personnel to identify primary and intermediate teachers who want to be a model classroom for Reading and Writing Conferences

**Person Responsible**

Jennifer Miller

**Schedule**

On 10/23/2015

***Evidence of Completion***

A schedule for teachers to observe a model teacher in primary or intermediate

**Action Step 3** 5

Complete a coaching cycle of an Independent Reading and Writing Conference with the Reading Coach

**Person Responsible**

Jennifer Miller

**Schedule**

On 1/15/2016

***Evidence of Completion***


Completion of a coaching cycle

**G5.B3 Scheduling/Planning** 2

 B227924

**G5.B3.S1** Revamp math planning sessions to focus less on what is taught and more on how to teach it.

4

 S240501

**Strategy Rationale**

Teachers who focus on how lessons will be delivered will have higher quality lessons and more opportunity to discuss implementation of student engagement throughout full lessons.

**Action Step 1** 5

Teachers will elicit student thinking.

**Person Responsible**

Stacy Velasquez

**Schedule**

Weekly, from 8/25/2015 to 6/10/2016

***Evidence of Completion***

The math committee will collect and analyze student responses in math journals and performance tasks. Data chats will provide the opportunity to evaluate student responses.

**G5.B3.S2** Plan meaningful, engaging and differentiated social studies lessons in team planning and implement them with fidelity. 4

 S240502

### Strategy Rationale

Focus on planning social studies lessons and implementing them with fidelity will result in higher student success in social studies content.

### Action Step 1 5

Use multiple primary and secondary sources from multiple perspectives to deliver social studies instruction.

#### Person Responsible

Maggie Ernst

#### Schedule

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

#### Evidence of Completion

Classroom teachers will be responsible for providing evidence of multiple primary and secondary sources in their lesson plans.

### Action Step 2 5

Differentiate the product, structure, process or content of every social studies instruction to provide best practice instruction.

#### Person Responsible

Maggie Ernst

#### Schedule

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

#### Evidence of Completion

Classroom teachers will be responsible for providing evidence of multiple primary and secondary sources in their lesson plans.

### Action Step 3 5

Engage students in authentic types of learning and activities in the classroom.

**Person Responsible**

Maggie Ernst

**Schedule**

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

***Evidence of Completion***

Classroom teachers will be responsible for providing student work evidence that demonstrates examples of authentic learning activities and lessons.

### Action Step 4 5

Plan for and use higher order questions orally and in writing using text based questions and source based questions.

**Person Responsible**

Maggie Ernst

**Schedule**

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

***Evidence of Completion***

Classroom teachers will be responsible for providing student examples of answering text dependent and source dependent questions. Teachers will also be responsible for providing lesson plans showing questions used within lessons and activities.

### Plan to Monitor Fidelity of Implementation of G5.B3.S2 6

Regularly evaluate Social Studies student products and Interactive Student Notebooks  
Analyze student products from 4th and 5th grade LDC's

**Person Responsible**

Maggie Ernst

**Schedule**

***Evidence of Completion***

LDC's, student work samples and Interactive Student Notebooks

**Plan to Monitor Effectiveness of Implementation of G5.B3.S2** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G5.B3.S3** To increase student engagement by focusing on time on task while using Imagination Station for grades K-5. 4

 S240503

**Strategy Rationale**

Time on task will increase student proficiency and show gains in foundational skills and reading comprehension.

**Action Step 1** 5

Create an incentive plan for students attending morning intervention in the computer lab

**Person Responsible**

Jennifer Miller

**Schedule**

Daily, from 10/5/2015 to 5/31/2016

***Evidence of Completion***

**Action Step 2** 5

Designated grade level teachers will conduct an independent conference using ISIP reports with each student receiving interventions.

**Person Responsible**

Jennifer Miller

**Schedule**

Monthly, from 10/5/2015 to 5/31/2016

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G5.B3.S3** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G5.B3.S3** 7

**Person Responsible**


**Schedule**

***Evidence of Completion***

## G5.B4 Parental Involvement 2

 B227925

**G5.B4.S1** Various resources will be used to communicate grade level standards in order to effectively involve all stakeholders in supporting academic achievement 4

 S240506

### Strategy Rationale

Stakeholders will be provided with opportunities to understand grade level Florida Standards in order to become meaningfully involved with impacting student achievement.

### Action Step 1 5

Weekly communication sent home to parents will inform them of the expectations for academic engagement

#### Person Responsible

Joanne Griffiths

#### Schedule

Weekly, from 8/25/2015 to 6/10/2016

#### Evidence of Completion

Student agenda planners, classroom newsletters, Blackboard messages, student assignments

### Action Step 2 5

Quarterly Parent Conferences will be held in order to discuss academic and behavioral progress

#### Person Responsible

Joanne Griffiths

#### Schedule

Quarterly, from 11/5/2015 to 5/26/2016

#### Evidence of Completion



### Action Step 3 5

Quarterly Award Ceremonies and Family Fun-fest will be held to celebrate student progress and parent involvement

#### Person Responsible

Joanne Griffiths

#### Schedule

Quarterly, from 11/17/2015 to 4/2/2016

#### Evidence of Completion

Awards earned and distributed to students, Invitation to parents, Attendance at ceremonies and family funfest

**G6.** Teachers will participate in on-site science coaching cycles and attend inservice science workshops based on feedback and needs assessment surveys in order to engage students in rigorous and authentic standards based instruction in Nature of Science, Physical Science, and Earth and Life Science. 1

 G085789

**G6.B1** Planning and insufficient time management 2

 B227930

**G6.B1.S1** Use Tuesday PLC assigned time as a professional development training. 4

 S240507

#### Strategy Rationale

Teachers will have sufficient time to attend Professional development.

### Action Step 1 5

On Tuesday August 23,2016 A science professional development will be offered in the area of long term investigations.

#### Person Responsible

Lori Farmer

#### Schedule

On 8/23/2016

#### Evidence of Completion

Long term investigations will be labeled and evident in each science classroom.

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Science Walk-throughs will ensure implementation.

**Person Responsible**

Ronald Davis

**Schedule**

Biweekly, from 8/29/2016 to 5/26/2017

***Evidence of Completion***

A Walkthrough checklist will be used to hold teachers accountable.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Science Resource teacher will conduct walkthroughs to check that all components of an LTI is evident.

**Person Responsible**

Ronald Davis

**Schedule**

Biweekly, from 8/29/2016 to 5/26/2017






















***Evidence of Completion***

Teachers will display strategies learned in professional development.

## 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					
G5.B2.S1.MA1 M319876	[no content entered]		No Start Date		No End Date one-time
G5.B2.S1.MA1 M319877	Scheduled meetings, agenda's, active participation and adherence to the norms of the ILT	Griffiths, Joanne	No Start Date	Agenda's, Student work, school wide recommendations and strategies.	No End Date one-time
G5.B2.S2.MA1 M319878	[no content entered]		No Start Date		No End Date one-time
G5.B2.S2.MA1 M319879	[no content entered]		No Start Date		No End Date one-time
G5.B3.S2.MA1 M319880	[no content entered]		No Start Date		No End Date one-time
G5.B3.S2.MA1 M319881	Regularly evaluate Social Studies student products and Interactive Student Notebooks Analyze...	Ernst, Maggie	No Start Date	LDC's, student work samples and Interactive Student Notebooks	No End Date quarterly
G5.B3.S3.MA1 M319882	[no content entered]		No Start Date		No End Date one-time
G5.B3.S3.MA1 M319883	[no content entered]		No Start Date		No End Date one-time
G5.B2.S3.A1 A311282	Schedule training for all teachers K-5 to view district models of independent reading and writing...	Miller, Jennifer	8/31/2015	A sign in sheet to document who has viewed the videos	10/23/2015 one-time
G5.B2.S3.A2 A311283	Survey school personnel to identify primary and intermediate teachers who want to be a model...	Miller, Jennifer	8/31/2015	A schedule for teachers to observe a model teacher in primary or intermediate	10/23/2015 one-time
G5.B1.S4.MA1 M319869	Item analysis of interim assessments as well as the FSA practice test and observation of new...	Farmer, Lori	10/19/2015	Test Data	1/11/2016 semiannually
G5.B2.S3.A3 A311284	Complete a coaching cycle of an Independent Reading and Writing Conference with the Reading Coach	Miller, Jennifer	10/23/2015	Completion of a coaching cycle	1/15/2016 one-time
G5.B1.S4.MA1 M319868	Item analysis of interim assessments	Farmer, Lori	10/19/2015	Test Data	1/18/2016 semiannually
G5.B2.S1.A2 A311280	Site-based trainings will be scheduled based on student achievement needs and instructional...	Farmer, Lori	8/31/2015	Classroom Observations, Reflections, Inservice Records, Student Work, Assessment Data	3/31/2016 quarterly
G5.B4.S1.A3 A311294	Quarterly Award Ceremonies and Family Fun-fest will be held to celebrate student progress and...	Griffiths, Joanne	11/17/2015	Awards earned and distributed to students, Invitation to parents, Attendance at ceremonies and family funfest	4/2/2016 quarterly
G5.B1.S6.MA1 M319872	Student-led conferences and student focus groups with administration where students will...	Griffiths, Joanne	11/5/2015	Students' understanding of objectives through communication	4/13/2016 triannually
G5.B1.S4.A1 A311274	Teachers will utilize the online FSA training portal to become familiar with the assessment	Farmer, Lori	1/4/2016	PLC sign-in sheet	4/29/2016 one-time
G5.B1.S1.MA1 M319862	Vertical Team Planning Sessions will be scheduled	Griffiths, Joanne	9/28/2015	Minutes	5/16/2016 monthly
G5.B1.S7.MA1 M319874	Student data will be reviewed and analyzed across vertical teams	Griffiths, Joanne	11/2/2015	Student performance data	5/16/2016 monthly

**Hillsborough - 0681 - Cahoon Elementary Magnet School - 2016-17 SIP**  
*Cahoon Elementary Magnet School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.A1  A311272	All teachers will develop their understanding of foundational skills in each content area	Griffiths, Joanne	8/21/2015	PD Agenda's, minutes, artifacts	5/20/2016 monthly
G5.MA4  M319887	Classroom Walkthroughs	Griffiths, Joanne	9/21/2015	Classroom Walkthrough Checklist and Informal and Formal Observations	5/23/2016 weekly
G5.B1.S1.MA1  M319863	ILT Meetings will be scheduled during uninterrupted time and monitored through the completion of...	Griffiths, Joanne	9/21/2015		5/23/2016 biweekly
G5.B1.S1.A1  A311271	The ILT will meet as a vertical team to look at student work and analyze the Standards across grade...	Tirado, Shana	9/21/2015	ILT Agenda's, minutes, PLC School wide agenda reflecting ILT recommendations	5/23/2016 biweekly
G5.B1.S2.MA1  M319864	Teachers will engage in coaching cycles to improve their effectiveness.	Miller, Jennifer	9/28/2015	Coaching Cycle Data	5/23/2016 quarterly
G5.B1.S2.MA1  M319865	Observations of foundational skills lessons	Griffiths, Joanne	9/7/2015	Observation Data	5/23/2016 quarterly
G5.B2.S2.A1  A311281	All teachers will participate in Professional Development Sessions that align with student needs	Griffiths, Joanne	9/7/2015	Inservice Record	5/23/2016 quarterly
G5.B1.S3.MA1  M319866	Teachers will engage in Coaching Cycles	Miller, Jennifer	9/28/2015	Coaching Cycle Data	5/23/2016 quarterly
G5.B1.S3.A1  A311273	All teachers will utilize curriculum resources; such as the Common Core Companion book, in...	Miller, Jennifer	10/5/2015	Planning Sessions and Observations of lessons	5/23/2016 weekly
G5.B1.S5.MA1  M319870	Academic Coaches support planning sessions	Miller, Jennifer	9/14/2015	Use, discussion, and documentation of resources used in lessons	5/23/2016 monthly
G5.B1.S5.MA1  M319871	Academic Coaches support planning sessions	Miller, Jennifer	9/28/2015	Use, discussion and documentation of the resources used in lessons	5/23/2016 monthly
G5.B1.S5.A1  A311275	All teachers will be guided in understanding how the resources are aligned with each standard.	Griffiths, Joanne	9/21/2015	Lesson Plans, Lesson Observations	5/23/2016 weekly
G5.B1.S6.MA1  M319873	Team Leaders will monitor and document the usage of the standards and resources, as well as the...	Miller, Jennifer	9/7/2015	Team Meeting Minutes, discussions of planning support tools, and strategizing sessions to improve the effectiveness of grade level teams	5/23/2016 weekly
G5.B1.S7.MA1  M319875	Scheduling of and participation in ILT discussion	Griffiths, Joanne	9/14/2015	ILT minutes and recommendations of school-wide action steps	5/23/2016 monthly
G5.B4.S1.A2  A311293	Quarterly Parent Conferences will be held in order to discuss academic and behavioral progress	Griffiths, Joanne	11/5/2015		5/26/2016 quarterly
G5.B1.S3.MA1  M319867	Observations and Walkthroughs	Griffiths, Joanne	9/28/2015	Observation Data	5/30/2016 monthly
G5.B3.S3.A1  A311290	Create an incentive plan for students attending morning intervention in the computer lab	Miller, Jennifer	10/5/2015		5/31/2016 daily
G5.B3.S3.A2  A311291	Designated grade level teachers will conduct an independent conference using ISIP reports with each...	Miller, Jennifer	10/5/2015		5/31/2016 monthly
G5.MA1  M319884	Classroom Walkthroughs	Griffiths, Joanne	9/21/2015	Walkthrough Checklist and Informal and Formal Observations	6/10/2016 weekly
G5.MA2  M319885	Weekly Data Chats (ELA)	Miller, Jennifer	9/7/2015	Student Data and Work Samples	6/10/2016 biweekly
G5.MA3  M319886	Data Chats/SIP Review/ Parent University (Math)	Uhe, Shanna	9/14/2015	Student Data and Work Samples	6/10/2016 monthly

**Hillsborough - 0681 - Cahoon Elementary Magnet School - 2016-17 SIP**  
*Cahoon Elementary Magnet School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.MA5 M319888	Weekly Team Planning Meetings for Tier 1, Tier 2, and Tier 3	Griffiths, Joanne	8/24/2015	Lesson Plans that differentiate instruction	6/10/2016 weekly
G5.B2.S1.A1 A311279	The Instructional Leadership Team will meet monthly to look at student work and determine...	Griffiths, Joanne	8/10/2015	ILT Agenda's, protocols, rubrics, student work	6/10/2016 monthly
G5.B3.S1.A1 A311285	Teachers will elicit student thinking.	Velasquez, Stacy	8/25/2015	The math committee will collect and analyze student responses in math journals and performance tasks. Data chats will provide the opportunity to evaluate student responses.	6/10/2016 weekly
G5.B4.S1.A1 A311292	Weekly communication sent home to parents will inform them of the expectations for academic...	Griffiths, Joanne	8/25/2015	Student agenda planners, classroom newsletters, Blackboard messages, student assignments	6/10/2016 weekly
G5.B3.S2.A1 A311286	Use multiple primary and secondary sources from multiple perspectives to deliver social studies...	Ernst, Maggie	8/31/2015	Classroom teachers will be responsible for providing evidence of multiple primary and secondary sources in their lesson plans.	6/10/2016 quarterly
G5.B3.S2.A2 A311287	Differentiate the product, structure, process or content of every social studies instruction to...	Ernst, Maggie	8/31/2015	Classroom teachers will be responsible for providing evidence of multiple primary and secondary sources in their lesson plans.	6/10/2016 quarterly
G5.B3.S2.A3 A311288	Engage students in authentic types of learning and activities in the classroom.	Ernst, Maggie	8/31/2015	Classroom teachers will be responsible for providing student work evidence that demonstrates examples of authentic learning activities and lessons.	6/10/2016 quarterly
G5.B3.S2.A4 A311289	Plan for and use higher order questions orally and in writing using text based questions and source...	Ernst, Maggie	8/31/2015	Classroom teachers will be responsible for providing student examples of answering text dependent and source dependent questions. Teachers will also be responsible for providing lesson plans showing questions used within lessons and activities.	6/10/2016 quarterly
G5.B1.S6.A1 A311276	All teachers will refer to the Florida Standards when lesson planning	Griffiths, Joanne	9/14/2015	Lesson Plans, Classroom Anchor Charts	6/10/2016 daily
G5.B1.S7.A1 A311277	Curriculum Resources will impact student achievement	Velasquez, Stacy	8/25/2015	Through Data Chats, assessments, and LDC modules	6/10/2016 quarterly
G5.B1.S7.A2 A311278	Professional Development will strengthen teacher understanding of content area	Velasquez, Stacy	8/25/2015	In-service records show professional development participation	6/10/2016 quarterly
G6.B1.S1.A1 A311295	On Tuesday August 23,2016 A science professional development will be offered in the area of long...	Farmer, Lori	8/23/2016	Long term investigations will be labeled and evident in each science classroom.	8/23/2016 one-time
G4.B1.S1.A2 A311270	ELA teachers will attend Running Record and DRA2 Training	Miller, Jennifer	8/31/2016		9/12/2016 weekly
G4.B1.S1.A1 A311269	Establish a Literacy Classroom to prepare the environment and culture for effective guided reading	Miller, Jennifer	8/10/2016		9/14/2016 daily
G4.B1.S1.MA1 M319859	ELA teachers will engage in Coaching Cycles with the Reading Coach	Miller, Jennifer	10/3/2016	Coaching Cycles	3/31/2017 weekly
G1.MA1 M319852	Monitor student learning gains through various school and district assessments.	Farmer, Lori	8/29/2016	Unit assessments, daily exit tickets, performance tasks, anecdotal records, math journals and student goal setting will be reviewed by grade level teams and during report card meetings quarterly.	5/26/2017 monthly
G2.MA1 M319855	Student ISN's, exit tickets and teacher anecdotal notes will be collected.	Ernst, Maggie	8/29/2016	Student responses to teacher posed H.O.T questions recorded in their ISN's.	5/26/2017 quarterly

**Hillsborough - 0681 - Cahoon Elementary Magnet School - 2016-17 SIP**  
*Cahoon Elementary Magnet School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1 M319858	Student Writing Pieces	Farmer, Lori	10/21/2016	Learning Gains will be monitored using Grade Level Writing proficiency grids.	5/26/2017 quarterly
G4.MA1 M319861	Running Records to show student learning gains	Farmer, Lori	10/21/2016	ELA teachers will communicate about students' reading behaviors and or Level in report card review meetings	5/26/2017 one-time
G6.MA1 M319891	Mini- assessments, unit assessments, form tests, 5th grade SSA, interactive notebooks, and...	Roberts, Shaleema	8/29/2016	Student gains in assessments will show teacher implementation of professional development strategies.	5/26/2017 daily
G1.B1.S1.MA1 M319850	Teachers will create an IPDP and/or will attend professional development trainings to increase...	Farmer, Lori	8/29/2016	Teacher's IPDP, team planning notes and inservice records will be used as evidence.	5/26/2017 semiannually
G1.B1.S1.MA1 M319851	Administrative walkthroughs and collection of team planning notes.	Farmer, Lori	8/29/2016	Using the math walkthrough form, administrators will have evidence of teacher implementation of math content.	5/26/2017 weekly
G1.B1.S1.A1 A311266	Teachers will collaborate weekly to establish team learning goals.	Farmer, Lori	8/29/2016	Grade levels will turn in team planning notes to administration after collaboration.	5/26/2017 weekly
G2.B1.S1.MA1 M319853	Classroom walkthroughs, and attending team planning sessions.	Farmer, Lori	8/29/2016	Classroom walkthrough checklist will be the evidence collected.	5/26/2017 weekly
G2.B1.S1.MA1 M319854	Grade levels will turn in their team planning minutes.	Farmer, Lori	8/29/2016	The exit tickets and student ISN's will demonstrate the evidence.	5/26/2017 weekly
G2.B1.S1.A1 A311267	Teachers will plan out their higher order thinking questions prior to the lesson being taught.	Farmer, Lori	8/10/2016	Minute meetings from team planning will include the H.O.T questions that will be used during instruction.	5/26/2017 daily
G3.B1.S1.MA1 M319856	Review the Writing Proficiency Grids to analyze student learning gains	Farmer, Lori	10/21/2016	ELA teachers will be able to communicate student learning gains in writing based on the writing proficiency grids and the FSA Writing rubrics.	5/26/2017 quarterly
G3.B1.S1.MA1 M319857	Writing Walkthroughs	Farmer, Lori	8/15/2016	Anchor Charts throughout the room that displays the crafts and conventions taught through teacher modeling and mini lessons	5/26/2017 weekly
G3.B1.S1.A1 A311268	Plan lessons, models and think alouds in grade level planning sessions	Reich, Sherry	8/15/2016	Anecdotal notes during grade level planning sessions to determine support needed.	5/26/2017 biweekly
G4.B1.S1.MA1 M319860	Grade Level Team Planning Visits	Farmer, Lori	8/29/2016	Guided Reading Walkthroughs	5/26/2017 weekly
G6.B1.S1.MA1 M319889	Science Resource teacher will conduct walkthroughs to check that all components of an LTI is...	Davis, Ronald	8/29/2016	Teachers will display strategies learned in professional development.	5/26/2017 biweekly
G6.B1.S1.MA1 M319890	Science Walk-throughs will ensure implementation.	Davis, Ronald	8/29/2016	A Walkthrough checklist will be used to hold teachers accountable.	5/26/2017 biweekly

## V. Professional Development Opportunities

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

**G4.** ELA teachers will plan and implement daily guided reading group instruction to improve and increase students' Foundational Skills and Reading Comprehension as measured by ISIP in Grades K-2 and FAIR in Grades 3-5.

### **G4.B1** Planning

**G4.B1.S1** Utilize Grade Level Planning Sessions to plan for Guided Reading Groups

#### **PD Opportunity 1**

ELA teachers will attend Running Record and DRA2 Training

##### **Facilitator**

Jennifer Miller

##### **Participants**

ELA Teachers

##### **Schedule**

Weekly, from 8/31/2016 to 9/12/2016

**G5.** To increase student engagement through differentiated instructional strategies developed through continuous and collaborative reflection, ongoing professional development, and building a positive school culture that includes and involves all stakeholders.

### **G5.B2** Professional Development

**G5.B2.S1** Utilize the Instructional Leadership Team strategies to drive decisions regarding building teacher capacity.

#### **PD Opportunity 1**

The Instructional Leadership Team will meet monthly to look at student work and determine professional development needs.

##### **Facilitator**

ILT Members, Various District and Site-based Trainers

##### **Participants**

Instructional Leadership Team

##### **Schedule**

Monthly, from 8/10/2015 to 6/10/2016



## PD Opportunity 2

Site-based trainings will be scheduled based on student achievement needs and instructional practices.

### Facilitator

Various District and Site-based Trainers

### Participants

All Faculty

### Schedule

Quarterly, from 8/31/2015 to 3/31/2016

**G6.** Teachers will participate in on-site science coaching cycles and attend inservice science workshops based on feedback and needs assessment surveys in order to engage students in rigorous and authentic standards based instruction in Nature of Science, Physical Science, and Earth and Life Science.

### G6.B1 Planning and insufficient time management

**G6.B1.S1** Use Tuesday PLC assigned time as a professional development training.

## PD Opportunity 1

On Tuesday August 23,2016 A science professional development will be offered in the area of long term investigations.

### Facilitator

Stacy Velasquez and Ronald Davis

### Participants

k-5 teachers

### Schedule

On 8/23/2016



## VI. Technical Assistance Items

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

**G5.** To increase student engagement through differentiated instructional strategies developed through continuous and collaborative reflection, ongoing professional development, and building a positive school culture that includes and involves all stakeholders.

### **G5.B4** Parental Involvement

**G5.B4.S1** Various resources will be used to communicate grade level standards in order to effectively involve all stakeholders in supporting academic achievement

#### **TA Opportunity 1**

Weekly communication sent home to parents will inform them of the expectations for academic engagement

##### **Facilitator**

Homeroom Teachers

##### **Participants**

All Parents

##### **Schedule**

Weekly, from 8/25/2015 to 6/10/2016

#### **TA Opportunity 2**

Quarterly Parent Conferences will be held in order to discuss academic and behavioral progress

##### **Facilitator**

Homeroom Teachers

##### **Participants**

All Parents

##### **Schedule**

Quarterly, from 11/5/2015 to 5/26/2016

### TA Opportunity 3

Quarterly Award Ceremonies and Family Fun-fest will be held to celebrate student progress and parent involvement

#### Facilitator

SAC Committee

#### Participants

All Stakeholders

#### Schedule

Quarterly, from 11/17/2015 to 4/2/2016

### VII. Budget

1	G1.B1.S1.A1	Teachers will collaborate weekly to establish team learning goals.	\$0.00
2	G2.B1.S1.A1	Teachers will plan out their higher order thinking questions prior to the lesson being taught.	\$0.00
3	G3.B1.S1.A1	Plan lessons, models and think alouds in grade level planning sessions	\$0.00
4	G4.B1.S1.A1	Establish a Literacy Classroom to prepare the environment and culture for effective guided reading	\$0.00
5	G4.B1.S1.A2	ELA teachers will attend Running Record and DRA2 Training	\$0.00
6	G5.B1.S1.A1	The ILT will meet as a vertical team to look at student work and analyze the Standards across grade levels.	\$0.00
7	G5.B1.S2.A1	All teachers will develop their understanding of foundational skills in each content area	\$0.00
8	G5.B1.S3.A1	All teachers will utilize curriculum resources; such as the Common Core Companion book, in conjunction with the PSTs, GCGs, Think Central and Journeys to increase their understanding of their grade level standards.	\$0.00
9	G5.B1.S4.A1	Teachers will utilize the online FSA training portal to become familiar with the assessment	\$0.00
10	G5.B1.S5.A1	All teachers will be guided in understanding how the resources are aligned with each standard.	\$0.00
11	G5.B1.S6.A1	All teachers will refer to the Florida Standards when lesson planning	\$0.00
12	G5.B1.S7.A1	Curriculum Resources will impact student achievement	\$0.00
13	G5.B1.S7.A2	Professional Development will strengthen teacher understanding of content area	\$0.00
14	G5.B2.S1.A1	The Instructional Leadership Team will meet monthly to look at student work and determine professional development needs.	\$0.00
15	G5.B2.S1.A2	Site-based trainings will be scheduled based on student achievement needs and instructional practices.	\$0.00

16	G5.B2.S2.A1	All teachers will participate in Professional Development Sessions that align with student needs				\$0.00
17	G5.B2.S3.A1	Schedule training for all teachers K-5 to view district models of independent reading and writing conferences				\$0.00
18	G5.B2.S3.A2	Survey school personnel to identify primary and intermediate teachers who want to be a model classroom for Reading and Writing Conferences				\$0.00
19	G5.B2.S3.A3	Complete a coaching cycle of an Independent Reading and Writing Conference with the Reading Coach				\$0.00
20	G5.B3.S1.A1	Teachers will elicit student thinking.				\$0.00
21	G5.B3.S2.A1	Use multiple primary and secondary sources from multiple perspectives to deliver social studies instruction.				\$0.00
22	G5.B3.S2.A2	Differentiate the product, structure, process or content of every social studies instruction to provide best practice instruction.				\$0.00
23	G5.B3.S2.A3	Engage students in authentic types of learning and activities in the classroom.				\$0.00
24	G5.B3.S2.A4	Plan for and use higher order questions orally and in writing using text based questions and source based questions.				\$0.00
25	G5.B3.S3.A1	Create an incentive plan for students attending morning intervention in the computer lab				\$0.00
26	G5.B3.S3.A2	Designated grade level teachers will conduct an independent conference using ISIP reports with each student receiving interventions.				\$0.00
27	G5.B4.S1.A1	Weekly communication sent home to parents will inform them of the expectations for academic engagement				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0681 - Cahoon Elementary Magnet School	School Improvement Funds		\$700.00
28	G5.B4.S1.A2	Quarterly Parent Conferences will be held in order to discuss academic and behavioral progress				\$0.00
29	G5.B4.S1.A3	Quarterly Award Ceremonies and Family Fun-fest will be held to celebrate student progress and parent involvement				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0681 - Cahoon Elementary Magnet School	School Improvement Funds		\$500.00
30	G6.B1.S1.A1	On Tuesday August 23,2016 A science professional development will be offered in the area of long term investigations.				\$0.00
Total:						\$1,200.00