Englewood Elementary School

2016-17 Schoolwide Improvement Plan

Englewood Elementary School

4359 SPRING PARK RD, Jacksonville, FL 32207

http://www.duvalschools.org/englewood

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	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 was approved by the Duval County School Board on 11/1/2016.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Englewood Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Upon enrollment, parents are required to complete the Home Language Survey which provides information the students' native languages and degree to which those languages are spoken at home. This information is important as culture is often identified by its associated languages. Teachers learn about student cultures also from learning inventories with questions that help to build the relationship between the teacher and students.

As a school with a high ESOL population (25%), our faculty and staff communicate with students and families to build relationships. Teachers will continue to become familiar with the native culture of ELL students in order to make him/her more comfortable and form relationships to facilitate learning.

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

We have safety procedures that are in place for many circumstances, like codes red and yellow, as well as, procedures for fire and severe weather. There are systems in place to ensure safe arrivals and dismissals with Faculty & Staff who continuously supervise students for safety. We also have a staff member from our leadership team available and visible which allows for students and parents to feel safe at all times. Designated staff members use radios for continuous communication.

Students use a buddy system when leaving their classes to maintain safety. Our school has also adopted strict anti-bully procedures, and students are taught to report bullying through the Student Code of Conduct assembly and through Guidance lessons. Students are also encouraged to seek assistance from the school counselor on any socio-emotional issues that occur in school and/or out of school.

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.

The school-wide behavioral system at Englewood Elementary is founded on CHAMPS and Positive Behavioral Interventions and Supports (PBIS), which addresses behavior through a prevention-oriented approach of research-based interventions and supports. The hierarchical, progressive structure of this plan is geared to lead to improved student behavior and academic success. This plan

uses best practices derived from CHAMPS, the classroom management component of Foundations, and the PBIS programs to support our student population. Training and supports are offered through ongoing systems of professional development that are both site-embedded and district-facilitated.

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.

A full-time guidance counselor is available to help students that are in need. The counselor has an open door policy for students, teachers, and parents and also utilizes a system of referrals. The counselor conducts small group as well as individual counseling sessions.

Our association with the United Way of Northeast Florida provides are services for complex and multi-faceted issues. This program allows our faculty and staff to refer students for issues such as behavior concerns, academic failure, clothing needs, and mental health. The counselor can also seek assistance from our district social worker, psychologist, and behavioral specialist (as needed).

3. Early Warning Systems

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

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

Englewood Elementary School will employ the following early warning indicators:
1) Course failure in English Language Arts or mathematics
2) Bottom Quintile on the 2016 3rd grade Reading FSA /Math FSA
3) Tier III status during the 4th quarter of the 2015-16 school year
4) Failing grades in reading and/or math on a report card
5) Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
6) One or more suspensions, whether in school or out of school
7) A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	1	7	8	3	5	4	0	0	0	0	0	0	0	28
One or more suspensions	0	3	2	0	1	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	3	4	5	4	5	3	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	7	0	0	0	0	0	0	0	0	0	7

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	3	4	5	3	3	3	0	0	0	0	0	0	0	21

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

The following interventions are used:
a) Placement in Tier III for subject affected
b) Placement in After-School Tutoring Program (based on availability)
2) Bottom Quintile on the 2016 3rd grade Reading FSA.
a) Placement in Tier II and/orTier III for subject affected
3) Tier III status during the 4th quarter of the 2016-17 school year
a) Continued placement in Tier III for subject affected
b) Movement to MT review if data supports placement
4) Failing grades in reading and/or math on a report card
a) Placement in Tier II and/or Tier III for subject affected
5) Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
a) Attendance Intervention Team referral
b) Referral to Full Service Schools
6) One or more suspensions, whether in school or out of school
a) Discipline monitoring
b) After 3 suspensions, placement in Tier II for Behavior
c) After 4 suspensions, placement in Tier III for Behavior
7) A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
a) Placement in Tier II and/orTier III for subject affected
8) Placement on Profile 1 on Math iReady Diagnostic
a) Placement in Tier II for subject affected

B. Family and Community Engagement

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

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. § 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.

The primary avenue our school uses to build and sustain partnerships is our School Advisory Council (SAC). Englewood Elementary build partnerships with businesses with resources, such as school supplies, to help support student achievement. Financial and social support have come from local businesses.

Our PTA has helped provide resources to Faculty & Staff, such as allocating funds for the Student of the Month. Program-based fundraisers, such as those from the Safety Patrol, occur during the year to provide resources for students.

Over the past five years, the community/business/faith members of the SAC have contributed thousands of dollars of funding to the school, hundreds of dollars in in-kind giving, and hundreds of volunteer hours.

Finally, the school staff and administration recruit partners through their interactions with others in the community as well as through grant-writing.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Mullin, Dino	Principal
Reshard, Charanda	School Counselor
Richardson, Kate	Other
Manuel, Meredith	Instructional Coach
Chatmon, Antionette	Assistant Principal
Mercer, Erin	Instructional Coach

b. Duties

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

Dino Mullin - Principal: Provides general oversight and coordination of all programs within the school.

Antionette Chatmon - Assistant Principal: Holds primary responsibility over ESE programs, Attendance Intervention, and School Safety.

Charanda Reshard-School Counselor: Serves as the chief liasion with our community partners and is responsible for programs addressing the socio-emotional needs of our students; serves as secretary for all MT meetings and is the liaison for ESOL programs.

Meredith Manuel-Reading Coach: Serves as the primary point of contact for literacy programs within the school and coordinates all literacy curricula and professional development.

Erin Mercer-Math Coach: Serves as the primary point of contact for math programs within the school and coordinates all math curricula and professional development.

Kate Richardson-Reading Interventionist: Provides reading Tier III reading intervention.

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.

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

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

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

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

Nutrition Programs: Englewood Elementary participates in the Breakfast in the Classroom program which provides all students the opportunity to eat a nutritious breakfast every morning as well as lunch based on our Universal School Lunch Program.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mrs. Elaine Patrick	Business/Community
Ms. Cheryl Hearn	Business/Community
Mrs. Tracy O'Sullivan	Parent
Mrs. Melanie Wyrick	Education Support Employee
Mr. Dino Mullin	Principal
Mrs. Antionette Chatmon	Education Support Employee

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

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

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

more prevalent in all instructional decisions.

More work is also needed this year in working with our ESOL student population which was grown to represent 30% of our student population.

b. Development of this school improvement plan

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

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

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

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

In 2015-16, School Improvement Funds were allocated for one SMART interactive whiteboard and interactive journals. The amount budgeted for the project was not provided.

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
Mullin, Dino	Principal
Manuel, Meredith	Instructional Coach
Richardson, Kate	Teacher, K-12
Gonzalez, Wanda	Paraprofessional
Hardee, Rhanda	Instructional Media
Wyrick, Melanie	SAC Member
Zori, Christina	Teacher, ESE
Chatmon, Antionette	Assistant Principal

b. Duties

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

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

community outreach programs with literacy, and 6) implementation of ESOL programs within the school.

D. Public and Collaborative Teaching

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

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

Englewood Elementary has Administratively-led Common Planning time at least once a week for teachers of grades Kindergarten through 5th grade.

Teachers are organized into grade level teams or departments to facilitate the sharing of information, collaborative planning, and delivery of professional development.

Grade level meetings will occur each week to further enhance collaborative planning and instruction.

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

1. Strategy: Partnering new teachers with veteran staff; Persons Responsible: Professional Development Facilitator, and C.E.T Teachers
2. Strategy: Attain at least 3 teaching pre-interns/interns to work with veteran classroom teachers and Ms. Richardson/Professional Development Facilitator
3. Strategy: Professional Learning Communities and school professional trainings

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

All teachers with 2 years of experience or less will be paired with an experience teacher on their grade level with a rating of at least Effective and have completed Clinical Educator Teacher training program.

The mentors will engage the mentees in the district's Teacher Development & Support program which includes regular meetings as well as observations.

The rationale for pairing was based on factors, such as grade level, content area, and/or years of teaching experience.

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.

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

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.

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

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

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: 1,725

Certified teachers will provide FSA preparation and supplemental instruction to 3rd-5th graders during after-school sessions starting in early January for students in grades 3-5 for ELA and/or Math. No more than 10 students will be assigned to each class.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Chatmon, Antionette , chatmona@duvalschools.org

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

The iReady Reading and Math Diagnostics and/or Achieve 3000 Diagnostic as well as classroom data points (e.g. Mid-Module assessment) prior to the start of the program will be used as a baseline assessment. The End-of-the-year summative assessment will be used to measure growth for ELA and/or Math.

Strategy: After School Program

Minutes added to school year: 200

Beginning in September 2016, fourteen students will have the opportunity to receive supplemental reading or math instruction once a week for approximately 10 weeks.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mullin, Dino, mullind1@duvalschools.org

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

I-Ready growth monitoring checks and classroom assessments (e.g. End of Module assessment) will be the primary way that data will be collected. It will be analyzed on an individual student basis with alignment to a specific strategy that is the focus for the applicable week of study.

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. § 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.

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

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.

School counselor will conduct college readiness lesson with the grades 5 to help students prepare for 6th grade transitions. Counselor will teach lessons using the district program "Moving toward your future" curriculum. Counselor will plan with middle counselors to assist with the transition process.

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

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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"Â? 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. If all students receive a standards-driven curriculum that addresses the following Four Pillars of Excellent Instruction: Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement, then student achievement will increase across all academic areas.

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

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

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. If all students receive a standards-driven curriculum that addresses the following Four Pillars of Excellent Instruction: Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement, then student achievement will increase across all academic areas. `1a`

🔑 G086366

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Math - All Students	81.0
FCAT 2.0 Science Proficiency	68.0

Targeted Barriers to Achieving the Goal `3`

- Lack of Knowledge of Language Arts/Florida Standards (LAFS)

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

- Lack of Knowledge of Duval Reads and Duval Math Curricula

- Lack of Knowledge of New Common Core/Mathematics Florida Standards (MAFS)

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

- Reading coach: Full-time instructional coach who coordinates literacy curriculum and provides professional development/instructional support to teachers

- Complex Text Resource Room: Complex text grouped by fiction, non-fiction, and content area; books also classified by Fountas and Pinnell level for convenience

- Local Teacher Experts: Teachers based at the school who serve in model classrooms and/or have development content area expertise in various areas of literacy instruction (e.g, close reading, writing, reading interventions)

- District Literacy Directors and Specialists: District level support staff who provide limited support to school in literacy, write district literacy curricula, and provide district-wide professional development

Plan to Monitor Progress Toward G1. `8`

Achieve, iReady, and PMA/Science Assessments will be analyzed

Person Responsible
Antionette Chatmon

Schedule
Triannually, from 9/26/2016 to 5/26/2017

Evidence of Completion
Scores on applicable assessments, trends in student data for each assessment.

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

🔍 G086367

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Math - All Students	81.0
FCAT 2.0 Science Proficiency	68.0

Targeted Barriers to Achieving the Goal `3`

- Not Enough Data Sources

- Lack of Teacher Expertise in Analyzing Data

- Lack of school-wide standards or system for formative assessments

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

- Reading Coach

- Performance Matters

- Reading Interventionist

- Principal

- Assistant Principal

- District Curriculum Directors and Specialists

- District Assessments: iReady, Curriculum Guide Assessments

- i-Ready Teacher Toolbox

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible
Antionette Chatmon

Schedule
Biweekly, from 9/26/2016 to 5/26/2017

Evidence of Completion
Student data will be collected from the assessment administrations.

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

🔍 G086368

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	81.0
AMO Reading - All Students	78.0

Targeted Barriers to Achieving the Goal `3`

- Insufficient time and lack of understanding of intervention documentation.

- Lack of effective intervention structure and organization.

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

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

- Assistant Principal

- School Counselor

- IPS Specialist

- ESOL Specialist

- Reading Interventionist

- Truancy Officer

Plan to Monitor Progress Toward G3. `8`

i-Ready and Achieve 3000 RtI student results will be reviewed in the Fall, Winter, and Spring.

Person Responsible
Charanda Reshard

Schedule
Every 2 Months, from 9/12/2016 to 5/26/2017

Evidence of Completion
RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork

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

🔑 G086369

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal `3`

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

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

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

Plan to Monitor Progress Toward G4. `8`

Review of Attendance Data and follow-up with teacher, student, family, and Ms. Reshard.

Person Responsible
Antionette Chatmon

Schedule
Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion
Attendance reports with FOCUS.

Action Plan for Improvement

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

Problem Solving Key

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

[1] = Problem Solving Step   🔍 S123456 = Quick Key

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

🔍 G086366

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

🔍 B229496

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

🔍 S242099

Strategy Rationale

Our teachers have done a lot of work on developing our proficiency with the gradual release of responsibility model of instruction, and we continue that work.

Action Step 1 [5]

Provide a Professional Learning Community (PLC) and Instructional Support to help teachers with development of lesson plans using Duval Reads related materials.

Person Responsible

Antionette Chatmon

Schedule

On 5/26/2017

Evidence of Completion

Agenda and sign-in sheet

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

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

Person Responsible

Meredith Manuel

Schedule

On 10/31/2016

Evidence of Completion

Agenda and sign-in sheet

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

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

Person Responsible

Antionette Chatmon

Schedule

On 10/31/2016

Evidence of Completion

Walk-throughs and observations

G1.B1.S3 A school-wide Word of the Week (WOW) program introduces new vocabulary words and encourages student to explore vocabulary. 4

🔑 S242100

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Meredith Manuel

Schedule

Weekly, from 8/23/2016 to 5/26/2017

Evidence of Completion

Weekly emails to faculty and staff providing updates to this program

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

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

Person Responsible

Meredith Manuel

Schedule

Weekly, from 8/16/2016 to 5/26/2017

Evidence of Completion

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

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

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

Person Responsible

Meredith Manuel

Schedule

Daily, from 9/7/2016 to 5/27/2017

Evidence of Completion

Teacher fidelity and daily observations and rewards.

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

🔑 S242101

Strategy Rationale

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

Action Step 1 `5`

Monitor use of i-Ready of students and how well they are progressing. Providing suggestions and support as the students develop.

Person Responsible

Meredith Manuel

Schedule

Daily, from 9/12/2016 to 5/26/2017

Evidence of Completion

Data of student achievement and use of the i-Ready program.

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

Teachers check their reading logs and data online.

Person Responsible

Meredith Manuel

Schedule

Monthly, from 9/21/2016 to 5/26/2017

Evidence of Completion

Reading logs and online data

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

`🔑 S242102`

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Meredith Manuel

Schedule

Every 3 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

Agenda and sign-in sheet

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

Analyze and discuss differentiated instruction and learning activities.

Person Responsible

Antionette Chatmon

Schedule

Biweekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Lesson plans

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

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

Person Responsible

Dino Mullin

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Walk-throughs and observations and writing journals/anecdotal notes

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

🔑 S242103

Strategy Rationale

To increase rigor of instruction and student achievement. To student understanding and ownership of their learning.

Action Step 1 5

Professional Development on Using Achieve 3000 Instructional Features

Person Responsible

Meredith Manuel

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Use of complex text daily by students

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

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

Person Responsible

Antionette Chatmon

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

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

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

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

Person Responsible

Antionette Chatmon

Schedule

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

Evidence of Completion

Walk-throughs, lesson plan checks, observations

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

🔑 B229497

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

🔑 S242104

Strategy Rationale

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

Action Step 1 5

Complete PD Review of Four Pillars of Excellent Instruction

Person Responsible

Dino Mullin

Schedule

On 11/30/2016

Evidence of Completion

Agenda and Signature Page of PD sign-in sheet

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

Administrative review of professional development offerings

Person Responsible

Dino Mullin

Schedule

On 11/30/2016

Evidence of Completion

Review of teacher exit tickets

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

Achieve, iReady, and Science Assessments will be analyzed

Person Responsible

Dino Mullin

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Various subject matter data reports

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

S242105

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Dino Mullin

Schedule

Weekly, from 10/10/2016 to 11/30/2016

Evidence of Completion

Instructional Support Team Agenda and Minutes

Action Step 2 [5]

PLC Lesson Study on Rigorous Content

Person Responsible

Antionette Chatmon

Schedule

Biweekly, from 10/17/2016 to 11/25/2016

Evidence of Completion

PLC Agenda and Work Products

Action Step 3 `5`

PLC Lesson Study on Student Demonstration of Knowledge

Person Responsible

Meredith Manuel

Schedule

Biweekly, from 12/5/2016 to 12/16/2016

Evidence of Completion

PLC Agenda and Work Products

Action Step 4 `5`

PLC Lesson Study on Student Engagement

Person Responsible

Meredith Manuel

Schedule

Biweekly, from 1/9/2017 to 1/18/2017

Evidence of Completion

PLC Agenda and Work Products

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

Instructional Walkthroughs will be conducted to provide feedback on the Four Pillars

Person Responsible

Dino Mullin

Schedule

Monthly, from 10/3/2016 to 1/27/2017

Evidence of Completion

Instructional Walkthrough tools

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

Teacher survey on their knowledge of the Four Pillars

Person Responsible

Antionette Chatmon

Schedule

On 12/5/2016

Evidence of Completion

Surveys will be analyzed to help determine teacher understanding and support with the Four Pillars

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

🔍 B229500

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

🔍 S242107

Strategy Rationale

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

Action Step 1 `5`

Complete a PD Review of the Duval Math curriculum

Person Responsible

Erin Mercer

Schedule

On 9/26/2016

Evidence of Completion

Agenda and sign-in sheet

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

Teachers will utilize the Duval Math based curriculum for each lesson.

Person Responsible

Erin Mercer

Schedule

On 10/17/2016

Evidence of Completion

Lesson Plans, learning activities.

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

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

Person Responsible

Erin Mercer

Schedule

Biweekly, from 10/17/2016 to 12/23/2016

Evidence of Completion

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

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

🔑 S242108

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Erin Mercer

Schedule

Biweekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Agenda and sign-in sheet.

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

Monitor and support teacher use of the mathematical instructional framework

Person Responsible

Erin Mercer

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Walkthrough schedule, lesson plans, student achievement levels.

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

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

Person Responsible

Erin Mercer

Schedule

Biweekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Walk-throughs and lesson plan checks

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

🔑 S242109

Strategy Rationale

To increase instructional rigor and student achievement.

Action Step 1 `5`

Professional development session on performance tasks in math.

Person Responsible

Erin Mercer

Schedule

On 12/5/2016

Evidence of Completion

Agenda and sign-in sheet.

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

Analyze teacher reflection sheets and performance tasks for fidelity.

Person Responsible

Erin Mercer

Schedule

On 12/5/2016

Evidence of Completion

Teacher reflection sheets, completed performance tasks

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

Observation of performance tasks in centers, assessments and lesson plans

Person Responsible

Dino Mullin

Schedule

On 12/5/2016

Evidence of Completion

Walk-throughs, lesson plans

G1.B5.S4 Provide PLCs where effective lesson planning using the Duval Math. [4]

S242110

Strategy Rationale

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

Action Step 1 [5]

Common Planning lesson planning with Duval Math

Person Responsible

Erin Mercer

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Agenda and sign-in sheet

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

Teachers will receive ongoing professional development on analyzing I-Ready and Core Lesson Data to plan for differentiated instruction.

Person Responsible

Erin Mercer

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Classroom walk-throughs, district feedback, leadership team focus walks, and formative assessment data.

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

Coach will lead trainings with all math teachers on data analysis.

Person Responsible

Erin Mercer

Schedule

Every 3 Weeks, from 9/26/2016 to 5/26/2017

Evidence of Completion

Coaching Logs, Data Chats with teachers, observation forms from walk throughs

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

🔑 S242111

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Dino Mullin

Schedule

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

Evidence of Completion

Provide announcements and incentives to students who reach fluency goals.

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

Incentives for students achieving math facts goals from Duval Math sprints.

Person Responsible

Erin Mercer

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Analysis of fluency reports.

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

Coach will collaborate with teachers to identify fluency growth for students.

Person Responsible

Erin Mercer

Schedule

Quarterly, from 10/3/2016 to 5/26/2017

Evidence of Completion

online data/ teacher data

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

🔑 G086367

G2.B1 Not Enough Data Sources 2

🔑 B229501

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

🔑 S242114

Strategy Rationale

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

Action Step 1 5

Teachers will conduct running records.

Person Responsible

Meredith Manuel

Schedule

Monthly, from 11/7/2016 to 5/26/2017

Evidence of Completion

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

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

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

Person Responsible

Antionette Chatmon

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

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

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

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

Person Responsible

Antionette Chatmon

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Student data will be monitored and observations will be conducted.

G2.B3 Lack of Teacher Expertise in Analyzing Data 2

🔑 B229503

G2.B3.S1 Teachers will have follow-up training with Performance Matters to access and manipulate data. 4

🔑 S242117

Strategy Rationale

Teachers have to disaggregate data to make instructional decisions.

Action Step 1 5

DAT Training for use of Performance Matters to access and manipulate data.

Person Responsible

Dino Mullin

Schedule

On 8/9/2016

Evidence of Completion

A sign-in sheet will serve as documentation

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

Lesson Plans Reviewed

Person Responsible

Dino Mullin

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Review and provide feedback on lesson plans, specifically page 2 of the template, that focus on the applicable strategy that is to be monitored.

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

Data chats will be conducted

Person Responsible

Dino Mullin

Schedule

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

Evidence of Completion

Observations and documentation of using data to make instructional decisions

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

🔑 S242118

Strategy Rationale

Teachers have to disaggregate data to make instructional decisions.

Action Step 1 [5]

Data coaching sessions will be made available upon teacher request

Person Responsible

Dino Mullin

Schedule

Monthly, from 11/7/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets or meeting notices will serve as evidence

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

Data chats will be conducted based on teacher use of student data.

Person Responsible

Dino Mullin

Schedule

Quarterly, from 10/24/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets will serve as evidence

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

Data chats will be conducted

Person Responsible

Dino Mullin

Schedule

Quarterly, from 10/24/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets and documentation of data based decision making

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

🔑 B229504

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

🔑 S242119

Strategy Rationale

Assessment practices need to be equitable

Action Step 1 `5`

Running Records will be conducted for profile 1 and 2 students

Person Responsible

Meredith Manuel

Schedule

Monthly, from 11/3/2016 to 5/29/2017

Evidence of Completion

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

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

Observations of teachers conducting running records will be conducted

> **Person Responsible**
>
> Meredith Manuel
>
> **Schedule**
>
> Monthly, from 10/3/2016 to 5/26/2017
>
> ***Evidence of Completion***
>
> Observations and feedback instruments, Running records and student data will serve as evidence

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

Observations of teachers conducting running records will be conducted

> **Person Responsible**
>
> Antionette Chatmon
>
> **Schedule**
>
> Monthly, from 11/7/2016 to 5/26/2017
>
> ***Evidence of Completion***
>
> Observations and feedback instruments, Running records and student data will serve as evidence

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

🔑 G086368

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

🔑 B229505

G3.B1.S1 Provide professional development on the Tier II and Tier III interventions, including student PMP's. [4]

🔑 S242121

Strategy Rationale

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

Action Step 1 [5]

Complete a PD overview Tier II and Tier III interventions as well as the PMP process.

Person Responsible

Charanda Reshard

Schedule

On 9/21/2016

Evidence of Completion

Agenda and sign-in sheet

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

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

Person Responsible

Charanda Reshard

Schedule

On 11/30/2016

Evidence of Completion

Lesson plans, student PMPs

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

Principal will conduct PMP checks using SEAS system.

Person Responsible

Dino Mullin

Schedule

On 4/28/2017

Evidence of Completion

Student PMP's

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

🔑 S242122

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Charanda Reshard

Schedule

On 9/21/2016

Evidence of Completion

PD agenda and minutes

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

RTI Team meetings and MT Team meetings, RTI documentation

Person Responsible

Charanda Reshard

Schedule

Monthly, from 9/8/2016 to 6/3/2017

Evidence of Completion

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

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

RTI Team meetings and MT Team meetings, RTI documentation

Person Responsible

Charanda Reshard

Schedule

Monthly, from 9/8/2016 to 6/3/2017

Evidence of Completion

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

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

🔧 S242123

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Kate Richardson

Schedule

Biweekly, from 9/6/2016 to 4/28/2017

Evidence of Completion

RTI Paperwork, ESE lesson plans

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

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

Person Responsible

Charanda Reshard

Schedule

On 5/31/2017

Evidence of Completion

RTI documentation, ESE lesson plans, IEPs

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

Analyzed student performance data using SEAS and Performance Matters software.

Person Responsible

Charanda Reshard

Schedule

On 6/2/2017

Evidence of Completion

Student performance data, RTI documentation

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

🔑 B229506

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

🔑 S242124

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Charanda Reshard

Schedule

Quarterly, from 9/30/2016 to 5/26/2017

Evidence of Completion

RTI Team Meeting Agenda and Minutes

Action Step 2 5

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

Person Responsible

Charanda Reshard

Schedule

On 11/30/2016

Evidence of Completion

Faculty Meeting Agenda

Action Step 3 `5`

Conduct monthly RTI Team meetings to review early warning data collected

Person Responsible

Charanda Reshard

Schedule

Monthly, from 9/9/2016 to 5/26/2017

Evidence of Completion

RTI Team Meeting Minutes

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

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

Person Responsible

Charanda Reshard

Schedule

Quarterly, from 10/1/2016 to 4/29/2017

Evidence of Completion

RTI Team Meeting Agenda, RTI documentation, student performance data

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

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

Person Responsible

Charanda Reshard

Schedule

Quarterly, from 10/4/2016 to 6/2/2017

Evidence of Completion

RTI Team Meeting Agenda, RTI documentation, student performance data

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

S242125

Strategy Rationale

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

Action Step 1 5

Get clarification on the current RtI procedures

Person Responsible

Charanda Reshard

Schedule

On 9/21/2016

Evidence of Completion

New revision information update documentation

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

Principal observation of completed revised RTI manual.

Person Responsible

Dino Mullin

Schedule

On 10/3/2016

Evidence of Completion

Completed revised RTI manual

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

Principal observation of completed revised RTI manual.

Person Responsible

Dino Mullin

Schedule

On 10/3/2016

Evidence of Completion

Completed revised RTI manual

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

S242126

Strategy Rationale

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

Action Step 1 5

Hire a Title I tutor to provide Tier II interventions

Person Responsible

Dino Mullin

Schedule

On 5/26/2017

Evidence of Completion

Data trends for applicable students.

Action Step 2 5

Implement the tutors in Tier II instruction.

Person Responsible

Kate Richardson

Schedule

On 5/26/2017

Evidence of Completion

RTI documentation

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

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

Person Responsible

Dino Mullin

Schedule

Monthly, from 11/7/2016 to 5/26/2017

Evidence of Completion

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

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

Feedback is provided to RtI team to help guide work and meetings.

Person Responsible

Dino Mullin

Schedule

On 5/26/2017

Evidence of Completion

Anecdotal notes on RtI status, RTI documentation, student performance data

G3.B3 Insufficient structure for increasing the language and academic proficiency in the ESOL population. 2

B229507

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

S242127

Strategy Rationale

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

Action Step 1 5

Implement Imagine Learning for all 2nd-5th grade Level 1 and select Level 2 ELL students.

Person Responsible

Dino Mullin

Schedule

Daily, from 9/12/2016 to 6/2/2017

Evidence of Completion

Student performance data

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

The Imagine Learning will be monitored for fidelity of implementation through teacher observation as well as teacher and student conferencing feedback.

Person Responsible

Dino Mullin

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Student performance data, conference logs

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

The program will be monitored for effectiveness through student performance data

Person Responsible

Charanda Reshard

Schedule

Quarterly, from 10/1/2016 to 6/5/2017

Evidence of Completion

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

G3.B3.S2 Reinforce the ESOL push-in instructional model. 4

S242128

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Charanda Reshard

Schedule

On 9/12/2016

Evidence of Completion

List of ESOL students

Action Step 2 5

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

Person Responsible

Antionette Chatmon

Schedule

On 9/6/2016

Evidence of Completion

Collaboration time minutes

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

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

Person Responsible

Dino Mullin

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Student performance data, teacher documentation, teacher collaboration minutes

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

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

Person Responsible

Dino Mullin

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

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

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

S242129

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Charanda Reshard

Schedule

On 9/30/2016

Evidence of Completion

agenda and sign-in sheet

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

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

Person Responsible

Dino Mullin

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

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

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

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

Person Responsible

Dino Mullin

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

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

G3.B3.S4 Modeling by District Specialist `4`

🔍 S242130

Strategy Rationale

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

Action Step 1 `5`

District specialist (Ms. Taormina) will model effective ESOL strategies and share knowledge and resources with classroom teachers.

Person Responsible

Dino Mullin

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Agenda, ESOL Resources provided to teachers, use of ESOL strategies.

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

District Specialist support and feedback will be monitored for fidelity through effective interventions and strategies for ESOL students.

Person Responsible

Dino Mullin

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Student performance data and increase in language proficiency

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

Review of New Statewide Access English Language Proficiency Data

Person Responsible

Dino Mullin

Schedule

On 7/14/2017

Evidence of Completion

Student performance data and language proficency

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

S242131

Strategy Rationale

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

Action Step 1 5

Provide professional development to staff on WIDA standards.

Person Responsible

Charanda Reshard

Schedule

On 10/19/2016

Evidence of Completion

PD agenda and minutes

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

Lesson plan checks, classroom walk-throughs and observations.

Person Responsible

Dino Mullin

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Lesson plan and observation feedback.

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

Lesson plan checks, classroom walk-throughs and observations.

Person Responsible

Dino Mullin

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Lesson plans and observation feedback.

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

🔍 G086369

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

🔍 B229508

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

🔍 S242133

Strategy Rationale

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

Action Step 1 `5`

Attendance Awareness Campaign

Person Responsible

Charanda Reshard

Schedule

On 12/23/2016

Evidence of Completion

Parent Flyers and Newsletters

Action Step 2 `5`

Teachers will emphasize attendance during parent-teacher conferences

Person Responsible

Charanda Reshard

Schedule

On 5/26/2017

Evidence of Completion

Parent Conference Logs

Action Step 3 `5`

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

Person Responsible

Charanda Reshard

Schedule

Quarterly, from 12/1/2016 to 5/26/2017

Evidence of Completion

Attendance logs of new students.

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

Administrative review of parent logs and Title I School Compacts

Person Responsible

Antionette Chatmon

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Applicable Title 1 documents

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

Review of Attendance Data for possible AIT meeting(s).

Person Responsible

Antionette Chatmon

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Attendance reports within FOCUS.

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

🔑 B229509

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

🔑 S242134

Strategy Rationale

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

Action Step 1 5

Provide incentives/rewards/recognition for good attendance.

Person Responsible

Charanda Reshard

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Weekly and monthly reports

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

Administrative review of monthly reports

Person Responsible

Antionette Chatmon

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Analyzed attendance reports with Ms. Reshard.

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

Administrative Review of Attendance Data

Person Responsible

Antionette Chatmon

Schedule

On 5/26/2017

Evidence of Completion

Monthly Attendance Reports

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					
G2.B3.S1.A1 A313375	DAT Training for use of Performance Matters to access and manipulate data.	Mullin, Dino	8/9/2016	A sign-in sheet will serve as documentation	8/9/2016 one-time
G3.B3.S2.A2 A313390	Collaboration with classroom teachers to discuss and plan for ESOL push-in model.	Chatmon, Antionette	9/6/2016	Collaboration time minutes	9/6/2016 one-time
G3.B3.S2.A1 A313389	Create a list of students who need to schedule for push-in ESOL instruction.	Reshard, Charanda	9/12/2016	List of ESOL students	9/12/2016 one-time
G3.B1.S1.A1 A313379	Complete a PD overview Tier II and Tier III interventions as well as the PMP process.	Reshard, Charanda	9/21/2016	Agenda and sign-in sheet	9/21/2016 one-time
G3.B1.S2.A1 A313380	Provide professional development regarding the Implementation Tier II and Tier III paperwork and...	Reshard, Charanda	9/21/2016	PD agenda and minutes	9/21/2016 one-time
G3.B2.S2.A1 A313385	Get clarification on the current RtI procedures	Reshard, Charanda	9/21/2016	New revision information update documentation	9/21/2016 one-time
G1.B5.S1.A1 A313364	Complete a PD Review of the Duval Math curriculum	Mercer, Erin	9/26/2016	Agenda and sign-in sheet	9/26/2016 one-time
G3.B3.S3.A1 A313391	Complete a PD regarding knowledge, resources, and implementation of ESOL strategies including WIDA...	Reshard, Charanda	9/1/2016	agenda and sign-in sheet	9/30/2016 one-time
G3.B2.S2.MA1 M323371	Principal observation of completed revised RTI manual.	Mullin, Dino	10/3/2016	Completed revised RTI manual	10/3/2016 one-time
G3.B2.S2.MA1 M323372	Principal observation of completed revised RTI manual.	Mullin, Dino	10/3/2016	Completed revised RTI manual	10/3/2016 one-time
G1.B5.S1.MA1 M323334	Teachers will utilize the Duval Math based curriculum for each lesson.	Mercer, Erin	10/17/2016	Lesson Plans, learning activities.	10/17/2016 one-time
G3.B3.S5.A1 A313393	Provide professional development to staff on WIDA standards.	Reshard, Charanda	10/19/2016	PD agenda and minutes	10/19/2016 one-time
G1.B1.S2.MA1 M323320	Instructional Support Team will provide support through walk-throughs, and with collaboration in...	Chatmon, Antionette	10/17/2016	Walk-throughs and observations	10/31/2016 one-time
G1.B1.S2.MA1 M323321	An agenda will be created with a participant sign-sheet.	Manuel, Meredith	10/12/2016	Agenda and sign-in sheet	10/31/2016 one-time
G1.B2.S2.A2 A313361	PLC Lesson Study on Rigorous Content	Chatmon, Antionette	10/17/2016	PLC Agenda and Work Products	11/25/2016 biweekly
G1.B2.S1.MA1 M323330	Administrative review of professional development offerings	Mullin, Dino	11/30/2016	Review of teacher exit tickets	11/30/2016 one-time
G1.B2.S1.A1 A313359	Complete PD Review of Four Pillars of Excellent Instruction	Mullin, Dino	11/30/2016	Agenda and Signature Page of PD sign-in sheet	11/30/2016 one-time
G3.B1.S1.MA1 M323364	An agenda will be created with a participant sign-sheet.	Reshard, Charanda	11/30/2016	Lesson plans, student PMPs	11/30/2016 one-time
G3.B2.S1.A2 A313383	Inform school staff of the Automatic Data Triggers and how they will be used	Reshard, Charanda	11/30/2016	Faculty Meeting Agenda	11/30/2016 one-time
G1.B2.S2.A1 A313360	Meet with Instructional Support Team to set up parameters for Four Pillars Lesson Study on Rigorous...	Mullin, Dino	10/10/2016	Instructional Support Team Agenda and Minutes	11/30/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.MA1 M323331	Teacher survey on their knowledge of the Four Pillars	Chatmon, Antionette	12/5/2016	Surveys will be analyzed to help determine teacher understanding and support with the Four Pillars	12/5/2016 one-time
G1.B5.S3.MA1 M323337	Observation of performance tasks in centers, assessments and lesson plans	Mullin, Dino	12/5/2016	Walk-throughs, lesson plans	12/5/2016 one-time
G1.B5.S3.MA1 M323338	Analyze teacher reflection sheets and performance tasks for fidelity.	Mercer, Erin	12/5/2016	Teacher reflection sheets, completed performance tasks	12/5/2016 one-time
G1.B5.S3.A1 A313366	Professional development session on performance tasks in math.	Mercer, Erin	12/5/2016	Agenda and sign-in sheet.	12/5/2016 one-time
G1.B2.S2.A3 A313362	PLC Lesson Study on Student Demonstration of Knowledge	Manuel, Meredith	12/5/2016	PLC Agenda and Work Products	12/16/2016 biweekly
G1.B5.S1.MA1 M323333	Focus walk-through by instructional support staff and collaboration/support/modeling with math...	Mercer, Erin	10/17/2016	Leadership will use mathematical practice graphic organizer to document evidence of practices seen in classroom focus walk-throughs.	12/23/2016 biweekly
G4.B1.S1.A1 A313397	Attendance Awareness Campaign	Reshard, Charanda	12/1/2016	Parent Flyers and Newsletters	12/23/2016 one-time
G1.B2.S2.A4 A313363	PLC Lesson Study on Student Engagement	Manuel, Meredith	1/9/2017	PLC Agenda and Work Products	1/18/2017 biweekly
G1.B2.S2.MA1 M323332	Instructional Walkthroughs will be conducted to provide feedback on the Four Pillars	Mullin, Dino	10/3/2016	Instructional Walkthrough tools	1/27/2017 monthly
G3.B1.S1.MA1 M323363	Principal will conduct PMP checks using SEAS system.	Mullin, Dino	10/3/2016	Student PMP's	4/28/2017 one-time
G3.B1.S3.A1 A313381	The Interventionist and/or ESE teacher will assess, schedule, analyze student data and conference...	Richardson, Kate	9/6/2016	RTI Paperwork, ESE lesson plans	4/28/2017 biweekly
G3.B2.S1.MA1 M323370	The Early Warning System will be monitored for fidelity by student performance data, RTI meetings,...	Reshard, Charanda	10/1/2016	RTI Team Meeting Agenda, RTI documentation, student performance data	4/29/2017 quarterly
G1.MA1 M323345	Achieve, iReady, and PMA/Science Assessments will be analyzed	Chatmon, Antionette	9/26/2016	Scores on applicable assessments, trends in student data for each assessment.	5/26/2017 triannually
G2.MA1 M323362	To determine progress towards the goal and/or target, student data will be collected from the...	Chatmon, Antionette	9/26/2016	Student data will be collected from the assessment administrations.	5/26/2017 biweekly
G3.MA1 M323387	i-Ready and Achieve 3000 RtI student results will be reviewed in the Fall, Winter, and Spring.	Reshard, Charanda	9/12/2016	RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork	5/26/2017 every-2-months
G4.MA1 M323392	Review of Attendance Data and follow-up with teacher, student, family, and Ms. Reshard.	Chatmon, Antionette	9/19/2016	Attendance reports with FOCUS.	5/26/2017 monthly
G1.B2.S1.MA1 M323329	Achieve, iReady, and Science Assessments will be analyzed	Mullin, Dino	9/26/2016	Various subject matter data reports	5/26/2017 monthly
G2.B3.S1.MA1 M323354	Data chats will be conducted	Mullin, Dino	10/10/2016	Observations and documentation of using data to make instructional decisions	5/26/2017 quarterly
G2.B4.S1.MA1 M323358	Observations of teachers conducting running records will be conducted	Chatmon, Antionette	11/7/2016	Observations and feedback instruments, Running records and student data will serve as evidence	5/26/2017 monthly
G2.B4.S1.MA1 M323359	Observations of teachers conducting running records will be conducted	Manuel, Meredith	10/3/2016	Observations and feedback instruments, Running records and student data will serve as evidence	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1 A313382	Use the following automatic triggers to determine placement in RTI: 1) Retention,) Previous Year's...	Reshard, Charanda	9/30/2016	RTI Team Meeting Agenda and Minutes	5/26/2017 quarterly
G3.B2.S1.A3 A313384	Conduct monthly RTI Team meetings to review early warning data collected	Reshard, Charanda	9/9/2016	RTI Team Meeting Minutes	5/26/2017 monthly
G3.B3.S1.MA1 M323376	The Imagine Learning will be monitored for fidelity of implementation through teacher observation...	Mullin, Dino	9/26/2016	Student performance data, conference logs	5/26/2017 quarterly
G4.B1.S1.MA1 M323388	Review of Attendance Data for possible AIT meeting(s).	Chatmon, Antionette	9/19/2016	Attendance reports within FOCUS.	5/26/2017 monthly
G4.B1.S1.MA1 M323389	Administrative review of parent logs and Title I School Compacts	Chatmon, Antionette	9/26/2016	Applicable Title 1 documents	5/26/2017 quarterly
G4.B1.S1.A2 A313398	Teachers will emphasize attendance during parent-teacher conferences	Reshard, Charanda	8/29/2016	Parent Conference Logs	5/26/2017 one-time
G4.B1.S1.A3 A313399	Offer orientation/education for parents new to the school that emphasizes regular attendance.	Reshard, Charanda	12/1/2016	Attendance logs of new students.	5/26/2017 quarterly
G4.B2.S1.MA1 M323390	Administrative Review of Attendance Data	Chatmon, Antionette	9/30/2016	Monthly Attendance Reports	5/26/2017 one-time
G4.B2.S1.MA1 M323391	Administrative review of monthly reports	Chatmon, Antionette	9/30/2016	Analyzed attendance reports with Ms. Reshard.	5/26/2017 monthly
G4.B2.S1.A1 A313400	Provide incentives/rewards/recognition for good attendance.	Reshard, Charanda	9/26/2016	Weekly and monthly reports	5/26/2017 monthly
G1.B1.S2.A1 A313354	Provide a Professional Learning Community (PLC) and Instructional Support to help teachers with...	Chatmon, Antionette	8/22/2016	Agenda and sign-in sheet	5/26/2017 one-time
G1.B5.S2.MA1 M323335	Leadership team will provide support through walk-throughs, and with collaboration, data analysis...	Mercer, Erin	9/26/2016	Walk-throughs and lesson plan checks	5/26/2017 biweekly
G1.B5.S2.MA1 M323336	Monitor and support teacher use of the mathematical instructional framework	Mercer, Erin	9/26/2016	Walkthrough schedule, lesson plans, student achievement levels.	5/26/2017 weekly
G1.B5.S2.A1 A313365	Provide PLC during common planning sessions on our implementation of center rotations.	Mercer, Erin	9/19/2016	Agenda and sign-in sheet.	5/26/2017 biweekly
G2.B1.S2.MA1 M323348	To monitor and support the effectiveness, observations will be conducted and student data will be...	Chatmon, Antionette	9/26/2016	Student data will be monitored and observations will be conducted.	5/26/2017 monthly
G2.B1.S2.MA1 M323349	To monitor and support the fidelity of implementation, observations will be conducted and running...	Chatmon, Antionette	9/26/2016	Documentation from observations and samples of running records will be collected.	5/26/2017 monthly
G2.B1.S2.A1 A313371	Teachers will conduct running records.	Manuel, Meredith	11/7/2016	To determine completion of this activity, data from running records will be collected for profile 1 and 2 students.	5/26/2017 monthly
G2.B3.S2.MA1 M323356	Data chats will be conducted	Mullin, Dino	10/24/2016	Sign-in sheets and documentation of data based decision making	5/26/2017 quarterly
G2.B3.S2.A1 A313376	Data coaching sessions will be made available upon teacher request	Mullin, Dino	11/7/2016	Sign-in sheets or meeting notices will serve as evidence	5/26/2017 monthly
G3.B3.S2.MA1 M323377	The ESOL push-in model will be monitored for effectiveness through the use of student performance...	Mullin, Dino	10/3/2016	Teacher documentation, student performance data, teacher observations, RTI and MT Team meetings agenda and minutes	5/26/2017 monthly
G3.B3.S2.MA1 M323378	The ESOL push-in model will be monitored through student	Mullin, Dino	10/3/2016	Student performance data, teacher documentation, teacher collaboration minutes	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	performance data, teacher collaboration...				
G1.B1.S3.MA1 M323323	The Reading Coach will display Word of the Week on the bulletin board, using definitions, synonyms...	Manuel, Meredith	8/16/2016	Bulletin board, daily school-wide announcements, and accountability by teachers.	5/26/2017 weekly
G1.B1.S3.A1 A313355	The school will implement the Word of the Week (WOW) program.	Manuel, Meredith	8/23/2016	Weekly emails to faculty and staff providing updates to this program	5/26/2017 weekly
G3.B2.S3.MA1 M323373	Feedback is provided to RtI team to help guide work and meetings.	Mullin, Dino	11/7/2016	Anecdotal notes on RtI status, RTI documentation, student performance data	5/26/2017 one-time
G3.B2.S3.MA1 M323374	The tutors will be monitored through RTI Team meetings and student performance data.	Mullin, Dino	11/7/2016	RTI Team meeting agenda and minutes, MT Team meeting agenda minutes, RTI documentation, student performance data	5/26/2017 monthly
G3.B2.S3.A1 A313386	Hire a Title I tutor to provide Tier II interventions	Mullin, Dino	1/9/2017	Data trends for applicable students.	5/26/2017 one-time
G3.B2.S3.A2 A313387	Implement the tutors in Tier II instruction.	Richardson, Kate	1/9/2017	RTI documentation	5/26/2017 one-time
G3.B3.S3.MA1 M323379	ESOL professional development opportunities will be monitored for effectiveness through classroom...	Mullin, Dino	9/6/2016	PD Agenda, sign-in sheet, classroom walk-through feedback forms, teacher observation feedback forms, student performance data	5/26/2017 monthly
G3.B3.S3.MA1 M323380	ESOL professional development opportunities will be monitored for fidelity through classroom...	Mullin, Dino	9/6/2016	PD Agenda, sign-in sheet, classroom walk-through feedback forms, teacher observation feedback forms, student performance data	5/26/2017 monthly
G1.B1.S4.MA1 M323324	Teachers check their reading logs and data online.	Manuel, Meredith	9/21/2016	Reading logs and online data	5/26/2017 monthly
G1.B1.S4.A1 A313356	Monitor use of i-Ready of students and how well they are progressing. Providing suggestions and...	Manuel, Meredith	9/12/2016	Data of student achievement and use of the i-Ready program.	5/26/2017 daily
G1.B5.S4.MA1 M323339	Coach will lead trainings with all math teachers on data analysis.	Mercer, Erin	9/26/2016	Coaching Logs, Data Chats with teachers, observation forms from walk throughs	5/26/2017 every-3-weeks
G1.B5.S4.MA1 M323340	Teachers will receive ongoing professional development on analyzing I-Ready and Core Lesson Data to...	Mercer, Erin	9/26/2016	Classroom walk-throughs, district feedback, leadership team focus walks, and formative assessment data.	5/26/2017 weekly
G1.B5.S4.A1 A313367	Common Planning lesson planning with Duval Math	Mercer, Erin	8/22/2016	Agenda and sign-in sheet	5/26/2017 weekly
G3.B3.S4.MA1 M323382	District Specialist support and feedback will be monitored for fidelity through effective...	Mullin, Dino	8/22/2016	Student performance data and increase in language proficency	5/26/2017 biweekly
G3.B3.S4.A1 A313392	District specialist (Ms. Taormina) will model effective ESOL strategies and share knowledge and...	Mullin, Dino	8/22/2016	Agenda, ESOL Resources provided to teachers, use of ESOL strategies.	5/26/2017 biweekly
G1.B1.S5.MA1 M323325	Leadership Team will provide support through walk-throughs, and with collaboration in implementing...	Mullin, Dino	8/22/2016	Walk-throughs and observations and writing journals/anecdotal notes	5/26/2017 weekly
G1.B1.S5.MA1 M323326	Analyze and discuss differentiated instruction and learning activities.	Chatmon, Antionette	9/26/2016	Lesson plans	5/26/2017 biweekly
G1.B1.S5.A1 A313357	Provide PLC in effective conferencing in writing as it relates to LAFS and the Duval Reads Writing...	Manuel, Meredith	8/22/2016	Agenda and sign-in sheet	5/26/2017 every-3-weeks
G1.B5.S5.MA1 M323341	Coach will collaborate with teachers to identify fluency growth for students.	Mercer, Erin	10/3/2016	online data/ teacher data	5/26/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S5.MA1 M323342	Incentives for students achieving math facts goals from Duval Math sprints.	Mercer, Erin	9/26/2016	Analysis of fluency reports.	5/26/2017 quarterly
G1.B5.S5.A1 A313368	Incentive program for students becoming fluent in grade level standards in their math facts.	Mullin, Dino	10/10/2016	Provide announcements and incentives to students who reach fluency goals.	5/26/2017 quarterly
G3.B3.S5.MA1 M323383	Lesson plan checks, classroom walk-throughs and observations.	Mullin, Dino	10/3/2016	Lesson plans and observation feedback.	5/26/2017 monthly
G3.B3.S5.MA1 M323384	Lesson plan checks, classroom walk-throughs and observations.	Mullin, Dino	10/3/2016	Lesson plan and observation feedback.	5/26/2017 monthly
G1.B1.S6.MA1 M323327	Walk-throughs, lesson plan checks and observations will be conducted.	Chatmon, Antionette	8/29/2016	Walk-throughs, lesson plan checks, observations	5/26/2017 weekly
G1.B1.S6.MA1 M323328	Teachers in Grades 3-5 will utilize Achieve 3000 in their weekly instruction.	Chatmon, Antionette	9/6/2016	Lesson plans, online data of student usage, classroom work samples	5/26/2017 weekly
G1.B1.S6.A1 A313358	Professional Development on Using Achieve 3000 Instructional Features	Manuel, Meredith	8/22/2016	Use of complex text daily by students	5/26/2017 daily
G1.B1.S3.MA1 M323322	Incentives are given to students who use the WOW accurately in conversation and academic work.	Manuel, Meredith	9/7/2016	Teacher fidelity and daily observations and rewards.	5/27/2017 daily
G2.B4.S1.A1 A313377	Running Records will be conducted for profile 1 and 2 students	Manuel, Meredith	11/3/2016	Running records documentation from Reading A-Z will serve as evidence	5/29/2017 monthly
G3.B1.S3.MA1 M323368	RTI meetings, MRT meetings, RTI paperwork documentation, ESE lesson plans	Reshard, Charanda	8/25/2016	RTI documentation, ESE lesson plans, IEPs	5/31/2017 one-time
G2.B3.S1.MA1 M323355	Lesson Plans Reviewed	Mullin, Dino	9/6/2016	Review and provide feedback on lesson plans, specifically page 2 of the template, that focus on the applicable strategy that is to be monitored.	6/2/2017 biweekly
G3.B2.S1.MA1 M323369	The Early Warning System will be monitored by RTI meetings, MT meetings, RTI documentation	Reshard, Charanda	10/4/2016	RTI Team Meeting Agenda, RTI documentation, student performance data	6/2/2017 quarterly
G3.B3.S1.A1 A313388	Implement Imagine Learning for all 2nd-5th grade Level 1 and select Level 2 ELL students.	Mullin, Dino	9/12/2016	Student performance data	6/2/2017 daily
G2.B3.S2.MA1 M323357	Data chats will be conducted based on teacher use of student data.	Mullin, Dino	10/24/2016	Sign-in sheets will serve as evidence	6/2/2017 quarterly
G3.B1.S3.MA1 M323367	Analyzed student performance data using SEAS and Performance Matters software.	Reshard, Charanda	11/1/2016	Student performance data, RTI documentation	6/2/2017 one-time
G3.B1.S2.MA1 M323365	RTI Team meetings and MT Team meetings, RTI documentation	Reshard, Charanda	9/8/2016	RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork	6/3/2017 monthly
G3.B1.S2.MA1 M323366	RTI Team meetings and MT Team meetings, RTI documentation	Reshard, Charanda	9/8/2016	RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork	6/3/2017 monthly
G3.B3.S1.MA1 M323375	The program will be monitored for effectiveness through student performance data	Reshard, Charanda	10/1/2016	Cella test scores, classroom performance data, student demonstration of language proficiency	6/5/2017 quarterly
G3.B3.S4.MA1 M323381	Review of New Statewide Access English Language Proficiency Data	Mullin, Dino	7/14/2017	Student performance data and language proficency	7/14/2017 one-time

V. Professional Development Opportunities

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

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

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

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

PD Opportunity 1

Provide a Professional Learning Community (PLC) and Instructional Support to help teachers with development of lesson plans using Duval Reads related materials.

Facilitator

Meredith Manuel

Participants

Reading/ELA Teachers

Schedule

On 5/26/2017

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

PD Opportunity 1

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

Facilitator

Meredith Manuel

Participants

All Teachers

Schedule

Every 3 Weeks, from 8/22/2016 to 5/26/2017

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

PD Opportunity 1

Professional Development on Using Achieve 3000 Instructional Features

Facilitator

Meredith Manuel

Participants

Grades 3-5 ELA Teachers

Schedule

Daily, from 8/22/2016 to 5/26/2017

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

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

PD Opportunity 1

Complete PD Review of Four Pillars of Excellent Instruction

Facilitator

Dino Mullin, Principal

Participants

All Faculty

Schedule

On 11/30/2016

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

PD Opportunity 1

PLC Lesson Study on Rigorous Content

Facilitator

Meredith Manuel

Participants

All K-5 Teachers, Varying Exceptionalities Teachers

Schedule

Biweekly, from 10/17/2016 to 11/25/2016

PD Opportunity 2

PLC Lesson Study on Student Demonstration of Knowledge

Facilitator

Meredith Manuel

Participants

All K-5 Teachers, Varying Exceptionalities Teachers

Schedule

Biweekly, from 12/5/2016 to 12/16/2016

PD Opportunity 3

PLC Lesson Study on Student Engagement

Facilitator

Kate Richardson

Participants

All K-5 Teachers, Varying Exceptionalities Teachers

Schedule

Biweekly, from 1/9/2017 to 1/18/2017

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

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

PD Opportunity 1

Complete a PD Review of the Duval Math curriculum

Facilitator

Dino Mullin

Participants

All Math teachers

Schedule

On 9/26/2016

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

PD Opportunity 1

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

Facilitator

Dino Mullin

Participants

Math Teachers

Schedule

Biweekly, from 9/19/2016 to 5/26/2017

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

PD Opportunity 1

Professional development session on performance tasks in math.

Facilitator

Dino Mullin

Participants

Math Teachers

Schedule

On 12/5/2016

G1.B5.S4 Provide PLCs where effective lesson planning using the Duval Math.

PD Opportunity 1

Common Planning lesson planning with Duval Math

Facilitator

Dino Mullin

Participants

Math Teachers

Schedule

Weekly, from 8/22/2016 to 5/26/2017

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

G2.B1 Not Enough Data Sources

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

PD Opportunity 1

Teachers will conduct running records.

Facilitator

Assistant Principal, Reading Coach, Reading Interventionist

Participants

K-5 teachers

Schedule

Monthly, from 11/7/2016 to 5/26/2017

G2.B3 Lack of Teacher Expertise in Analyzing Data

G2.B3.S1 Teachers will have follow-up training with Performance Matters to access and manipulate data.

PD Opportunity 1

DAT Training for use of Performance Matters to access and manipulate data.

Facilitator

DAT Specialist

Participants

K-2 teachers (1 session) and 3-5 teachers (1 session)

Schedule

On 8/9/2016

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

PD Opportunity 1

Data coaching sessions will be made available upon teacher request

Facilitator

Principal, Assistant Principal, Reading Coach, or Math Coach

Participants

K-5 Teachers

Schedule

Monthly, from 11/7/2016 to 5/26/2017

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

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

PD Opportunity 1

Running Records will be conducted for profile 1 and 2 students

Facilitator

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

Participants

K-5 Teachers

Schedule

Monthly, from 11/3/2016 to 5/29/2017

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

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

G3.B1.S1 Provide professional development on the Tier II and Tier III interventions, including student PMP's.

PD Opportunity 1

Complete a PD overview Tier II and Tier III interventions as well as the PMP process.

Facilitator

Ms. Reshard and Ms. Richardson

Participants

School Faculty

Schedule

On 9/21/2016

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

PD Opportunity 1

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

Facilitator

Ms. Reshard and Ms. Richardson

Participants

School Faculty

Schedule

On 9/21/2016

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

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

PD Opportunity 1

Provide professional development to staff on WIDA standards.

Facilitator

Mary Ellen Taormina

Participants

All Faculty and Staff

Schedule

On 10/19/2016

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

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

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

PD Opportunity 1

Teachers will emphasize attendance during parent-teacher conferences

Facilitator

Charanda Reshard

Participants

All Certificated Staff

Schedule

On 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S2.A1	Provide a Professional Learning Community (PLC) and Instructional Support to help teachers with development of lesson plans using Duval Reads related materials.	$0.00
2	G1.B1.S3.A1	The school will implement the Word of the Week (WOW) program.	$0.00
3	G1.B1.S4.A1	Monitor use of i-Ready of students and how well they are progressing. Providing suggestions and support as the students develop.	$3,800.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		$3,200.00
			Notes: Dollar General Literacy Grant for purpose of purchasing Accelerated Reader and STAR reading assessment $3200			
			District-Wide	Other		$600.00
			Notes: Incentives for Students			

4	G1.B1.S5.A1	Provide PLC in effective conferencing in writing as it relates to LAFS and the Duval Reads Writing Lessons	$0.00
5	G1.B1.S6.A1	Professional Development on Using Achieve 3000 Instructional Features	$0.00
6	G1.B2.S1.A1	Complete PD Review of Four Pillars of Excellent Instruction	$0.00
7	G1.B2.S2.A1	Meet with Instructional Support Team to set up parameters for Four Pillars Lesson Study on Rigorous Content	$0.00
8	G1.B2.S2.A2	PLC Lesson Study on Rigorous Content	$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		$0.00
			Notes: $50-100 for Miscellaneous Materials			

9	G1.B2.S2.A3	PLC Lesson Study on Student Demonstration of Knowledge	$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		$0.00
			Notes: $50-100 for Miscellaneous Materials			

10	G1.B2.S2.A4	PLC Lesson Study on Student Engagement	$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		$0.00
			Notes: $50-100 for Miscellaneous Materials			

11	G1.B5.S1.A1	Complete a PD Review of the Duval Math curriculum	$0.00

12	G1.B5.S2.A1	Provide PLC during common planning sessions on our implementation of center rotations.				$0.00
13	G1.B5.S3.A1	Professional development session on performance tasks in math.				$0.00
14	G1.B5.S4.A1	Common Planning lesson planning with Duval Math				$0.00
15	G1.B5.S5.A1	Incentive program for students becoming fluent in grade level standards in their math facts.				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		$600.00
			Notes: Incentives for Student Rewards			
16	G2.B1.S2.A1	Teachers will conduct running records.				$0.00
17	G2.B3.S1.A1	DAT Training for use of Performance Matters to access and manipulate data.				$0.00
18	G2.B3.S2.A1	Data coaching sessions will be made available upon teacher request				$0.00
19	G2.B4.S1.A1	Running Records will be conducted for profile 1 and 2 students				$0.00
20	G3.B1.S1.A1	Complete a PD overview Tier II and Tier III interventions as well as the PMP process.				$0.00
21	G3.B1.S2.A1	Provide professional development regarding the Implementation Tier II and Tier III paperwork and procedures.				$0.00
22	G3.B1.S3.A1	The Interventionist and/or ESE teacher will assess, schedule, analyze student data and conference with classroom teachers to establish strategic student groupings.				$0.00
23	G3.B2.S1.A1	Use the following automatic triggers to determine placement in RTI: 1) Retention,) Previous Year's Placement in RTI, 3) FSA Level 1 and Lower 25% of Level 2 for Reading or Math, 4) Acquisition of less than 7 letters by September 30 for Kindergarten students, 7) Not being able to write and/or count to 5 for Kindergarten students, 8) Attaining grades of D/F or N/U in reading or mathematics.				$0.00
24	G3.B2.S1.A2	Inform school staff of the Automatic Data Triggers and how they will be used				$0.00
25	G3.B2.S1.A3	Conduct monthly RTI Team meetings to review early warning data collected				$0.00
26	G3.B2.S2.A1	Get clarification on the current RtI procedures				$0.00
27	G3.B2.S3.A1	Hire a Title I tutor to provide Tier II interventions				$8,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		$8,500.00
			Notes: Approximate Cost: $8500			
28	G3.B2.S3.A2	Implement the tutors in Tier II instruction.				$0.00
29	G3.B3.S1.A1	Implement Imagine Learning for all 2nd-5th grade Level 1 and select Level 2 ELL students.				$0.00
30	G3.B3.S2.A1	Create a list of students who need to schedule for push-in ESOL instruction.				$0.00

31	G3.B3.S2.A2	Collaboration with classroom teachers to discuss and plan for ESOL push-in model.	$0.00
32	G3.B3.S3.A1	Complete a PD regarding knowledge, resources, and implementation of ESOL strategies including WIDA standards	$0.00
33	G3.B3.S4.A1	District specialist (Ms. Taormina) will model effective ESOL strategies and share knowledge and resources with classroom teachers.	$0.00
34	G3.B3.S5.A1	Provide professional development to staff on WIDA standards.	$0.00
35	G4.B1.S1.A1	Attendance Awareness Campaign	$0.00
36	G4.B1.S1.A2	Teachers will emphasize attendance during parent-teacher conferences	$0.00
37	G4.B1.S1.A3	Offer orientation/education for parents new to the school that emphasizes regular attendance.	$0.00
38	G4.B2.S1.A1	Provide incentives/rewards/recognition for good attendance.	$0.00
		Total:	$12,900.00