



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Chaffee Trail Elementary

11400 SAM CARUSO WAY

Jacksonville, FL 32221

904-693-7510

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

## School Demographics

**School Type**  
Elementary School

**Title I**  
No

**Free and Reduced Lunch Rate**  
54%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
52%

## School Grades History

**2013-14**  
C

**2012-13**  
C

**2011-12**  
B

**2010-11**  
A

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Chaffee Trail Elementary

##### Principal

Nancy S. Carter

##### School Advisory Council chair

Eric Sherman

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

Name	Title
Nancy S. Carter	Principal
Casie Doyle	Assistant Principal
Marquita Wright	Assistant Principal
Margaret Holloway-Kundert	Reading Coach
Katherine Sherman	Guidance Counselor
Shauna Slawson	ESE Lead

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

##### Date of school board approval of SIP

1/7/2014

### School Advisory Council (SAC)

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

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

SAC will participate in the development of educational priorities, assessment of the school's needs and identification of local resources. SAC will continue to be kept abreast of student data at each monthly meeting and provide input and direction when and where applicable. SAC also assists in the preparation and evaluation of the School Improvement Plan, the school budget and the Mid Year Stakeholder's assessment.

**Activities of the SAC for the upcoming school year**

The SAC Committee will advise the principal on various school improvement needs throughout the year. They will focus on creating a Resource Map for new parents.

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

N/A

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators****# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Nancy S. Carter**

Principal

Years as Administrator: 9

Years at Current School: 2

**Credentials**

BS in Chemistry  
 MEd in Educational Leadership  
 ESOL Endorsement

**Performance Record**

Hyde Grove Elementary  
 2007-2008  
 Grade C  
 Reading Mastery: 55  
 Math Mastery: 68  
 Science Mastery: 11 Hyde Grove Elementary  
 2008-2009  
 Grade C  
 Reading Mastery: 55  
 Math Mastery: 63  
 Science Mastery: 43 Hyde Grove Elementary  
 2009-2010  
 Grade D  
 Reading Mastery: 55  
 Math Mastery: 62  
 Science Mastery: 25 Hyde Grove Elementary  
 2010-2011  
 Grade C  
 Reading Mastery: 60  
 Math Mastery: 66  
 Science Mastery: 33 Hyde Grove Elementary  
 2011-2012  
 Grade D  
 Reading Mastery: 24  
 Math Mastery: 32  
 Science Mastery: 20  
 Chaffee Trail Elementary  
 2012-2013  
 Grade C  
 Reading Mastery: 65  
 Math Mastery: 65  
 Science Mastery: 57



<b>Casie Doyle</b>		
Asst Principal	Years as Administrator: 5	Years at Current School: 5
<b>Credentials</b>	BFA in History MEd in Educational Leadership ESOL Endorsement	
<b>Performance Record</b>	Chaffee Trail 2009-2010 Grade A Reading Mastery: 92% Math Mastery: 92% Science Mastery: 67% Chaffee Trail 2010-2011 Grade A Reading Mastery: 85% Math Mastery: 88% Science Mastery: 66% Chaffee Trail 2011-2012 Grade B Reading Mastery: 65% Math Mastery: 66% Science Mastery: 54% Chaffee Trail 2012-2013 Grade C Reading Mastery: 65% Math Mastery: 65% Science Mastery: 57%	

<b>Marquita Wright</b>		
Asst Principal	Years as Administrator: 0	Years at Current School: 1
<b>Credentials</b>	BA in Elementary Education MA in Educational Leadership	
<b>Performance Record</b>	N/A	

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

**Margaret Holloway-Kundert**

Full-time / School-based

Years as Coach: 11

Years at Current School: 7

**Areas**

Reading/Literacy

**Credentials**Bachelors in Elementary Education  
ESOL Endorsement**Performance Record**

Chaffee Trail  
2007-2008  
Grade A  
Reading Mastery: 88  
Math Mastery: 84%  
Science Mastery: 43% Chaffee Trail  
2008-2009  
Grade A  
Reading Mastery: 88%  
Math Mastery: 89%  
Science Mastery: 68%  
Chaffee Trail  
2009-2010  
Grade A  
Reading Mastery: 92%  
Math Mastery: 92%  
Science Mastery: 67%  
Chaffee Trail  
2010-2011  
Grade A  
Reading Mastery: 85%  
Math Mastery: 88%  
Science Mastery: 66% Chaffee Trail  
2011-2012  
Grade B  
Reading Mastery: 65%  
Math Mastery: 66%  
Science Mastery: 54% Chaffee Trail  
2012-2013  
Grade C  
Reading Mastery: 65%  
Math Mastery: 65%  
Science Mastery: 57%

**Classroom Teachers****# of classroom teachers**

51

**# receiving effective rating or higher**

51, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

51, 100%

**# ESOL endorsed**

28, 55%

**# reading endorsed**

4, 8%

**# with advanced degrees**

20, 39%

**# National Board Certified**

4, 8%

**# first-year teachers**

3, 6%

**# with 1-5 years of experience**

14, 27%

**# with 6-14 years of experience**

19, 37%

**# with 15 or more years of experience**

15, 29%

**Education Paraprofessionals****# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

Provide mentors for all faculty New to school. Monthly "new teacher" meetings are held and teachers are provided a questions and answer time with the Professional Development Facilitator. Provide additional professional development time for new teachers to observe and collaborate with their mentor teacher. Principal initiates quarterly check-in conversations with new teachers. Leadership team supplies feed back for teachers using CAST.

**Teacher Mentoring Program/Plan**

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

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

All new teachers are assigned a mentor who they meet with on a weekly basis. New teachers meet together monthly with the Professional Development Facilitator to discuss upcoming initiatives or any problems they may have. Grade level teachers utilize common planning time for instructional planning.

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

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

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

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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

Principal: Review school wide student performance data through monthly meetings, monitor implementation of three tiered interventions and student data, identify further professional needs,  
 Assistant Principals: Review school wide student performance data through monthly meetings, monitor implementation of three tiered interventions and student data, identify further professional needs,  
 School Counselor: provide presentations to school faculty on MTSS process, attend district trainings, monitor implementation of three tiered interventions and student data,  
 Standards Coach: grade level meetings with data chats and monitor implementation of three tiered interventions and student data, identify further professional needs  
 ESE Lead: monitor implementation of three tiered interventions and student data, identify further professional needs,

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

Regularly attend any district MTSS trainings, Provide presentations to school faculty and staff on MTSS process, Review school wide performance data through monthly meetings, Attend grade level meetings addressing needs/concerns/how MTSS team can help, Monitor the implementation of MTSS within our school, Review progress monitoring data to identify specific student needs, Identify if universal or individual screening data are linked to instructional practices

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

Baseline data: progress monitoring and Reporting Network (PMRN), Assessment and Information Management System, selection themed tests, Curriculum Guide Assessment, Access points CGA's),

Iowa, DAR, iReady, FAA, Formatives/Summatives, Guided reading Notes/conferencing logs, Benchmarks, PLC meetings, monthly meeting with school psychologist

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

The understanding of MTSS will be promoted through faculty trainings, monthly meetings, and grade level data chats. An open door policy is available for parents as well as flyers and conferences to promote an understanding of MTSS and how their child fits into the tiers.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 40

Students enrolled in Extended Day will be afforded tutoring in reading, math and science. They will utilize technology programs including Study Island, Successmaker, and Edmodo.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

Teachers can print reports from the online programs that will show how students are progressing towards their individual goal.

#### **Who is responsible for monitoring implementation of this strategy?**

Classroom teachers, Reading Coach, Leadership Team

### **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Nancy Carter	Principal
Casie Doyle	Assistant Principal
Marquita Wright	Assistant Principal
Margaret Holloway - Kundert	Reading Coach
Terry Stuckey	Teacher
Barbara Bradley	Teacher

#### **How the school-based LLT functions**

The entire team will meet monthly to engage in school-wide problem solving to:

1. Determine whether universal and individual screening data are linked to instructional practices
2. Review progress monitoring data to identify specific student needs and or track students for future instructional practices in reading
3. Plan school-wide events that support literacy
4. Identify further professional development needs

### **Major initiatives of the LLT**

Our major initiative will be to have 78% of our students in 3rd -5th grade achieve mastery on the 2014 Reading FCAT. We will also focus our efforts on identifying and monitoring the bottom 25% of readers in order to increase achievement. We will do this through the following strategies:

- Increase practice with Informational Text
- Plan professional development focused on the District's Instructional Goals: Text Complexity, Text Dependent Questions, and Close Reading
- Refinement of the Gradual Release Model of instruction
- Analysis of student work
- Lesson Studies

### **Every Teacher Contributes to Reading Instruction**

#### **How the school ensures every teacher contributes to the reading improvement of every student**

During Early Dismissal Trainings, all teachers receive training on incorporating reading practices into their own curriculum. All teachers participate in the School-wide reading initiative which encourages all students to read a certain number of books throughout the year.

### **Preschool Transition**

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

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

Collaborate with neighborhood pre-k centers to organize field trips to visit the school prior to the enrolling kindergarten year. The staff, pre-k students, and parents are given a tour of the school where they can see kindergarten classrooms, common areas, and ask questions regarding the upcoming school year.

Pre-k/Kindergarten Orientation at the school prior to the opening of the school where incoming Kindergarten students and their parent can meet with the teacher and see their classroom.

Provide FLKRS assessment analysis for parents

PTA provides support for parents new to Duval County School system. Providing additional information on Common Core and strategies aiding Kindergarten parents.

## Expected Improvements

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

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	65%	No	78%
American Indian				
Asian	81%	83%	Yes	83%
Black/African American	73%	57%	No	76%
Hispanic	83%	42%	No	85%
White	78%	73%	No	80%
English language learners				
Students with disabilities	64%	58%	No	68%
Economically disadvantaged	71%	60%	No	74%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	65%	78%
Students scoring at or above Achievement Level 4	112	36%	45%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	26	89%	92%
Students scoring at or above Level 7	17	59%	64%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	117	58%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	50	50%	65%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	74	64%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	11	91%	

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	66%	No	78%
American Indian				
Asian	83%	92%	Yes	84%
Black/African American	70%	66%	No	73%
Hispanic	90%	35%	No	91%
White	79%	70%	No	81%
English language learners				
Students with disabilities	71%	55%	No	74%
Economically disadvantaged	71%	62%	No	74%



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	33%	40%
Students scoring at or above Achievement Level 4	105	35%	40%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	17	57%	60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	195	58%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	188	56%	65%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	33%	40%
Students scoring at or above Achievement Level 4	24	24%	30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		80%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		8
Participation in STEM-related experiences provided for students	725	93%	97%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	80	10%	8%
Students retained, pursuant to s. 1008.25, F.S.	19	2%	1%
Students who are not proficient in reading by third grade	10	1%	1%
Students who receive two or more behavior referrals	56	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	48	6%	4%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

Increase the percentage of parental involvement in the school from 13% to 15%.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increased PTA and SAC membership, increased volunteer hours as evidenced by volunteer log, increased parent attendance of family and informational nights, increase of events that will showcase student work and/or projects	102	13%	15%

## Area 10: Additional Targets

### Additional targets for the school

All students should feel safe at school. Our school is dedicated to providing a safe and civil environment in every classroom, for every child, everyday.

### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
95% of students will agree that they feel safe in the classroom and school common areas.	125	89%	95%

## Goals Summary

- G1.** The percentage of students scoring a Level 3 or higher will increase from 65% to 78% on the Reading FCAT 2014.
- G2.** The percentage of students scoring a level 3 or higher will increase from 65% to 78% on the Math FCAT 2014
- G3.** Increase the percent of students meeting and exceeding the standards from 57% to 60% on the Science FCAT 2014
- G4.** Students with Disabilities will increase proficiency from 58% to 68% on the FCAT 2.0 Reading 2014.
- G5.** Students with disabilities will increase proficiency from 55% to 74% on the Math FCAT 2.0 2014
- G6.** Economically Disadvantaged students will increase proficiency from 60% to 74% on the FCAT 2.0 Reading 2014.
- G7.** Economically Disadvantaged students will increase proficiency from 62% to 74% on the Math FCAT 2.0 2014
- G8.** The percentage of students scoring a Level 4 or higher will increase from 36% to 45% on the Reading FCAT 2014.
- G9.** The percentage of students scoring a Level 4 or higher will increase from 35% to 40% on the Math FCAT 2014.
- G10.** The percentage of students scoring at Levels 4, 5, or 6 on the FAA 2014 will increase from 89% to 92%.
- G11.** The percentage of students scoring at levels 4, 5, or 6 on the FAA 2014 will increase from 57% to 66%
- G12.** The percentage of students scoring at or above Level 7 on the FAA 2014 will increase from 50% to 64%.
- G13.** The percentage of students scoring at or above level 7 on the FAA 2014 will increase from 27% to 30%.
- G14.** The percentage of students making Learning Gains on FCAT Reading 2014 will increase from 58% to 65%.

- G15.** The percentage of students making Learning Gains on FCAT Math 2014 will increase from 58% to 65%
- G16.** The percentage of students who are in the Bottom Quartile will increase their learning gains on the FCAT Reading 2014 from 50% to 65%.
- G17.** Percentage of students who are in the Bottom Quartile will increase their Learning Gains on the FCAT Math 2014 from 56% to 65%
- G18.** The percentage of students scoring at or above a Level 3.5 on the FCAT Writing 2014 will increase from 64% to 78%.
- G19.** The percentage of students scoring at or above Level 4 on the FAA 2014 will increase from 91% to 95%.

## Goals Detail

**G1.** The percentage of students scoring a Level 3 or higher will increase from 65% to 78% on the Reading FCAT 2014.

### Targets Supported

- Reading (FCAT2.0)

### Resources Available to Support the Goal

- Reading Coach
- Successmaker
- Grade Level Collaboration Time
- DAR
- Rtl
- Guided Reading
- Gradual Release Model
- Teacher Academy
- District Reading Coach

### Targeted Barriers to Achieving the Goal

- Lack of knowledge and pedagogy
- Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

## Plan to Monitor Progress Toward the Goal

Effective instruction in groups and differentiated instruction

### Person or Persons Responsible

All Teachers, Administration, Support Staff, Reading Coach

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Lesson Plans, Student work samples, Classroom observations, FCAT Data, student grades, formative and summative assessments

**G2.** The percentage of students scoring a level 3 or higher will increase from 65% to 78% on the Math FCAT 2014

## Targets Supported

### Resources Available to Support the Goal

- Instructional Coach Training and Support
- District Math Coach Training and Support
- RTI
- Math Conferencing logs
- Curriculum guides
- Gradual Release
- Reflex Math
- Success Maker
- Number Worlds

### Targeted Barriers to Achieving the Goal

- Lack of content knowledge
- Student engagement

## Plan to Monitor Progress Toward the Goal

CGA's, Teacher Assessment, Data Chats, Collaborative planning, Lesson Studies

### Person or Persons Responsible

Leadership team, Data team, Math Committee

### Target Dates or Schedule:

Weekly Collaborative Planning, Monthly Data Chats, Quarterly monitoring forms reviews

### Evidence of Completion:

FCAT Data, End Of Year Grades, Formative and Summative assessments

**G3. Increase the percent of students meeting and exceeding the standards from 57% to 60% on the Science FCAT 2014**

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- Gismos
- Instructional Coach/Interventionist
- Curriculum Guides
- District Specialist

**Targeted Barriers to Achieving the Goal**

- Lack of Schema
- Lack of higher order vocabulary

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

administration

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

FCAT data, end of year grades

**G4. Students with Disabilities will increase proficiency from 58% to 68% on the FCAT 2.0 Reading 2014.**

**Targets Supported**

- Reading (AMO's)

**Resources Available to Support the Goal**

- Reading Coach
- Successmaker
- Grade Level Collaboration Time
- DAR
- Rtl
- Guided Reading
- Gradual Release Model
- Teacher Academy
- District Reading Coach

**Targeted Barriers to Achieving the Goal**

- Lack of knowledge and pedagogy
- Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**Plan to Monitor Progress Toward the Goal**

Effective instruction in groups and differentiated instruction

**Person or Persons Responsible**

All Teachers, Administration, Support Staff, Reading Coach

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Lesson Plans, Student work samples, Classroom observations, FCAT Data, student grades, formative and summative assessments



**G5. Students with disabilities will increase proficiency from 55%to 74% on the Math FCAT 2.0 2014**

**Targets Supported**

**Resources Available to Support the Goal**

- Instructional Coach Training and Support
- District Math Coach Training and Support
- RTI
- Math Conferencing logs
- Curriculum guides
- Gradual Release
- Reflex Math
- Success Maker
- Number Worlds

**Targeted Barriers to Achieving the Goal**

- Lack of content knowledge
- Parental content knowledge

**Plan to Monitor Progress Toward the Goal**

CGA's, Teacher Assessment, Data Chats, Collaborative planning, Lesson Studies

**Person or Persons Responsible**

Leadership team, Data team, Math Committee

**Target Dates or Schedule:**

Weekly Collaborative Planning, Monthly Data Chats, Quarterly monitoring forms reviews

**Evidence of Completion:**

FCAT Data, End Of Year Grades, Formative and Summative assessments

**G6. Economically Disadvantaged students will increase proficiency from 60% to 74% on the FCAT 2.0 Reading 2014.**

**Targets Supported**

- Reading (AMO's)

**Resources Available to Support the Goal**

- Reading Coach
- Successmaker
- Grade Level Collaboration Time
- DAR
- Rtl
- Guided Reading
- Gradual Release Model
- Teacher Academy
- District Reading Coach

**Targeted Barriers to Achieving the Goal**

- Lack of knowledge and pedagogy
- Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**Plan to Monitor Progress Toward the Goal**

Effective instruction in groups and differentiated instruction

**Person or Persons Responsible**

All Teachers, Administration, Support Staff, Reading Coach

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Lesson Plans, Student work samples, Classroom observations, FCAT Data, student grades, formative and summative assessments

**G7. Economically Disadvantaged students will increase proficiency from 62% to 74% on the Math FCAT 2.0 2014**

**Targets Supported**

**Resources Available to Support the Goal**

- Instructional Coach Training and Support
- District Math Coach Training and Support
- RTI
- Math Conferencing logs
- Curriculum guides
- Gradual Release
- Reflex Math
- Success Maker
- Number Worlds

**Targeted Barriers to Achieving the Goal**

- Lack of content knowledge
- Parental content knowledge

**Plan to Monitor Progress Toward the Goal**

CGA's, Teacher Assessment, Data Chats, Collaborative planning, Lesson Studies

**Person or Persons Responsible**

Leadership team, Data team, Math Committee

**Target Dates or Schedule:**

Weekly Collaborative Planning, Monthly Data Chats, Quarterly monitoring forms reviews

**Evidence of Completion:**

FCAT Data, End Of Year Grades, Formative and Summative assessments

**G8.** The percentage of students scoring a Level 4 or higher will increase from 36% to 45% on the Reading FCAT 2014.

**Targets Supported**

- Reading (FCAT2.0)

**Resources Available to Support the Goal**

- Reading Coach
- Successmaker
- Grade Level Collaboration Time
- DAR
- Rtl
- Guided Reading
- Gradual Release Model
- Teacher Academy
- District Reading Coach

**Targeted Barriers to Achieving the Goal**

- Lack of knowledge and pedagogy
- Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**Plan to Monitor Progress Toward the Goal**

Effective instruction in groups and differentiated instruction

**Person or Persons Responsible**

All Teachers, Administration, Support Staff, Reading Coach

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Lesson Plans, Student work samples, Classroom observations, FCAT Data, student grades, formative and summative assessments

**G9.** The percentage of students scoring a Level 4 or higher will increase from 35% to 40% on the Math FCAT 2014.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Instructional Coach Training and Support
- District Math Coach Training and Support
- RTI
- Math Conferencing logs
- Curriculum guides
- Gradual Release
- Reflex Math
- Success Maker
- Number Worlds

#### **Targeted Barriers to Achieving the Goal**

- Lack of content knowledge
- Student engagement

### **Plan to Monitor Progress Toward the Goal**

CGA's, Teacher Assessment, Data Chats, Collaborative planning, Lesson Studies

#### **Person or Persons Responsible**

Leadership team, Data team, Math Committee

#### **Target Dates or Schedule:**

Weekly Collaborative Planning, Monthly Data Chats, Quarterly monitoring forms reviews

#### **Evidence of Completion:**

FCAT Data, End Of Year Grades, Formative and Summative assessments

**G10.** The percentage of students scoring at Levels 4, 5, or 6 on the FAA 2014 will increase from 89% to 92%.

**Targets Supported**

- Reading (FAA)

**Resources Available to Support the Goal**

- ESE Lead
- Grade Level Collaboration Time
- Gradual Release Model
- District ESE Support Staff
- Specially designed curriculum
- Paraprofessional assistance

**Targeted Barriers to Achieving the Goal**

- Lack of knowledge and pedagogy
- Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**Plan to Monitor Progress Toward the Goal**

Effective instruction in groups and differentiated instruction

**Person or Persons Responsible**

All Teachers, Administration, Support Staff, ESE Lead

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Lesson Plans, Student work samples, Classroom observations, FAA Data, student grades, formative and summative assessments

**G11.** The percentage of students scoring at levels 4,5, or 6 on the FAA 2014 will increase from 57% to 66%

**Targets Supported**

**Resources Available to Support the Goal**

- ESE Lead
- Grade Level Collaboration time
- Specially Designed Curriculum guides
- Gradual Release
- Number Worlds
- District ESE support Staff and Paraprofessional assistance

**Targeted Barriers to Achieving the Goal**

- Lack of content knowledge
- Student engagement

**Plan to Monitor Progress Toward the Goal**

CGA's, Teacher Assessment, Data Chats, Collaborative planning, Lesson Studies

**Person or Persons Responsible**

Leadership team, Data team, Math Committee

**Target Dates or Schedule:**

Weekly Collaborative Planning, Monthly Data Chats, Quarterly monitoring forms reviews

**Evidence of Completion:**

FAA Data, End Of Year Grades, Formative and Summative assessments

**G12.** The percentage of students scoring at or above Level 7 on the FAA 2014 will increase from 50% to 64%.

**Targets Supported**

- Reading (FAA)

**Resources Available to Support the Goal**

- ESE Lead
- Grade Level Collaboration Time
- Gradual Release Model
- District ESE Support Staff
- Specially designed curriculum
- Paraprofessional assistance

**Targeted Barriers to Achieving the Goal**

- Lack of knowledge and pedagogy
- Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

### Plan to Monitor Progress Toward the Goal

Effective instruction in groups and differentiated instruction

**Person or Persons Responsible**

All Teachers, Administration, Support Staff, ESE Lead

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Lesson Plans, Student work samples, Classroom observations, FAA Data, student grades, formative and summative assessments

**G13.** The percentage of students scoring at or above level 7 on the FAA 2014 will increase from 27% to 30%.

**Targets Supported****Resources Available to Support the Goal**

- ESE Lead
- Grade Level Collaboration time
- Specially Designed Curriculum guides
- Gradual Release
- Number Worlds
- District ESE support Staff and Paraprofessional assistance

**Targeted Barriers to Achieving the Goal**

- Lack of content knowledge
- Student engagement

### Plan to Monitor Progress Toward the Goal

CGA's, Teacher Assessment, Data Chats, Collaborative planning, Lesson Studies

**Person or Persons Responsible**

Leadership team, Data team, Math Committee, ESE Lead

**Target Dates or Schedule:**

Weekly Collaborative Planning, Monthly Data Chats, Quarterly monitoring forms reviews

**Evidence of Completion:**

FAA Data, End Of Year Grades, Formative and Summative assessments



**G14.** The percentage of students making Learning Gains on FCAT Reading 2014 will increase from 58% to 65%.

**Targets Supported**

- Reading (Learning Gains)

**Resources Available to Support the Goal**

- Reading Coach
- Successmaker
- Grade Level Collaboration Time
- DAR
- Rtl
- Guided Reading
- Gradual Release Model
- Teacher Academy
- District Reading Coach

**Targeted Barriers to Achieving the Goal**

- Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**Plan to Monitor Progress Toward the Goal**

Effective instruction in groups and differentiated instruction

**Person or Persons Responsible**

All Teachers, Administration, Support Staff, Reading Coach

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Lesson Plans, Student work samples, Classroom observations, FCAT Data, student grades, formative and summative assessments

**G15.** The percentage of students making Learning Gains on FCAT Math 20014 will increase from 58% to 65%

**Targets Supported**

**Resources Available to Support the Goal**

- Instructional Coach Training and Support
- District Math Coach Training and Support
- RTI
- Math Conferencing logs
- Curriculum guides
- Gradual Release
- Reflex Math
- Success Maker
- Number Worlds

**Targeted Barriers to Achieving the Goal**

- Lack of content knowledge

**Plan to Monitor Progress Toward the Goal**

CGA's, Teacher Assessment, Data Chats, Collaborative planning, Lesson Studies

**Person or Persons Responsible**

Leadership team, Data team, Math Committee

**Target Dates or Schedule:**

Weekly Collaborative Planning, Monthly Data Chats, Quarterly monitoring forms reviews

**Evidence of Completion:**

FCAT Data, End Of Year Grades, Formative and Summative assessments

**G16.** The percentage of students who are in the Bottom Quartile will increase their learning gains on the FCAT Reading 2014 from 50% to 65%.

**Targets Supported**

- Reading (Learning Gains)

**Resources Available to Support the Goal**

- Reading Coach
- Successmaker
- Grade Level Collaboration Time
- DAR
- Rtl
- Guided Reading
- Gradual Release Model
- Teacher Academy
- District Reading Coach

**Targeted Barriers to Achieving the Goal**

- Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**Plan to Monitor Progress Toward the Goal**

Effective instruction in groups and differentiated instruction

**Person or Persons Responsible**

All Teachers, Administration, Support Staff, Reading Coach

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Lesson Plans, Student work samples, Classroom observations, FCAT Data, student grades, formative and summative assessments

**G17. Percentage of students who are in the Bottom Quartile will increase their Learning Gains on the FCAT Math 2014 from 56% to 65%**

**Targets Supported**

**Resources Available to Support the Goal**

- Instructional Coach Training and Support
- District Math Coach Training and Support
- RTI
- Math Conferencing logs
- Curriculum guides
- Gradual Release
- Reflex Math
- Success Maker
- Number Worlds

**Targeted Barriers to Achieving the Goal**

- Lack of content knowledge

**Plan to Monitor Progress Toward the Goal**

CGA's, Teacher Assessment, Data Chats, Collaborative planning, Lesson Studies

**Person or Persons Responsible**

Leadership team, Data team, Math Committee

**Target Dates or Schedule:**

Weekly Collaborative Planning, Monthly Data Chats, Quarterly monitoring forms reviews

**Evidence of Completion:**

FCAT Data, End Of Year Grades, Formative and Summative assessments

**G18.** The percentage of students scoring at or above a Level 3.5 on the FCAT Writing 2014 will increase from 64% to 78%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Reading Coach
- Grade Level Collaboration Time
- Rtl
- Gradual Release Model
- Teacher Academy
- Common Writing Assessments and scoring

**Targeted Barriers to Achieving the Goal**

- Lack of knowledge and pedagogy

**Plan to Monitor Progress Toward the Goal**

Effective instruction in groups and differentiated instruction

**Person or Persons Responsible**

All Teachers, Administration, Support Staff, Reading Coach

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Lesson Plans, Student work samples, Classroom observations, FCAT Data, student grades, formative and summative assessments

**G19.** The percentage of students scoring at or above Level 4 on the FAA 2014 will increase from 91% to 95%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- ESE Lead
- Grade Level Collaboration Time
- Gradual Release Model
- District ESE Support Staff
- Specially designed curriculum
- Paraprofessional assistance

**Targeted Barriers to Achieving the Goal**

- Lack of knowledge and pedagogy
- Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**Plan to Monitor Progress Toward the Goal**

Effective instruction in groups and differentiated instruction

**Person or Persons Responsible**

All Teachers, Administration, Support Staff, ESE Lead

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Lesson Plans, Student work samples, Classroom observations, FAA Data, student grades, formative and summative assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The percentage of students scoring a Level 3 or higher will increase from 65% to 78% on the Reading FCAT 2014.

**G1.B1** Lack of knowledge and pedagogy

**G1.B1.S1** Plan professional development opportunities based on student data needs.

### Action Step 1

Grade level collaboration time

#### Person or Persons Responsible

Grade level teachers, Reading Coach, Administrators

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans, observations, student work, data notebooks

#### Facilitator:

Reading Coach

#### Participants:

Grade Level teachers

## **Action Step 2**

Early dismissal training

### **Person or Persons Responsible**

Grade level teachers, Reading Coach, Administrators

### **Target Dates or Schedule**

Early Dismissal Training

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

### **Facilitator:**

Reading Coach, District Reading Specialists, Guest speakers, Administration

### **Participants:**

All teachers

## **Action Step 3**

WOW Days

### **Person or Persons Responsible**

Grade Level teachers

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

### **Facilitator:**

Reading Coach, District Reading Coach

### **Participants:**

Grade Level teachers



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

Teacher participation in professional development

#### **Person or Persons Responsible**

All teachers

#### **Target Dates or Schedule**

Weekly grade level collaboration, Early Dismissal trainings, WOW Days

#### **Evidence of Completion**

Sign in sheets, classroom walk-throughs, lesson plans, student data

### **Plan to Monitor Effectiveness of G1.B1.S1**

Students will utilize skills and strategies that teachers have learned in professional development opportunities.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing throughout school year

#### **Evidence of Completion**

Classroom walk-throughs, student work, anecdotal notes

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

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

## Plan to Monitor Effectiveness of G1.B1.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G1.B2** Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**G1.B2.S3** Provide effective large and small group instruction based on Duval County mandated curriculum. Provide assessments, analyze data, provide small group instruction (based on need and level) in order to reteach and remediate, reassess to determine effectiveness of remediation and continue making decisions based on increased results

### Action Step 1

Effective group and differentiated instruction based on student data needs

#### Person or Persons Responsible

Classroom teachers, Reading Coach, Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative and summative assessment data, student journals, classroom walk-throughs

## Plan to Monitor Fidelity of Implementation of G1.B2.S3

Daily effective instruction, both whole group differentiated

### Person or Persons Responsible

Reading Coach, Administration, teacher reflection

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classroom walk-throughs, data notebooks, formal and informal student data

### Plan to Monitor Effectiveness of G1.B2.S3

Formal and informal student data

**Person or Persons Responsible**

Teachers, Leadership Team, Data Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, teacher collaboration

**G2.** The percentage of students scoring a level 3 or higher will increase from 65% to 78% on the Math FCAT 2014

### G2.B1 Lack of content knowledge

**G2.B1.S1** Analyze data from baseline assessments. Provide teachers professional development that reflect the needs of the student.

**Action Step 1**

Teachers will meet in their grade level collaboration groups and discuss students' formal and informal data assessments.

**Person or Persons Responsible**

Grade Level teachers, Instructional Coach, Leadership Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Data Notebooks, Coaches Log, Lesson Plans

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

Leadership Team will participate in data chats with grade levels.

#### **Person or Persons Responsible**

Leadership Team, Instructional Coach and Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Coaches' Logs, Leadership Team minutes, student work

### **Plan to Monitor Effectiveness of G2.B1.S1**

Data will be formally analyzed several times per year.

#### **Person or Persons Responsible**

Leadership Team, Instructional Coach, Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Formal and Informal Assessment Data, Grades, Monitoring Forms

## **G2.B4 Student engagement**

### **G2.B4.S1 Implement small group instruction and real world math scenarios.**

#### **Action Step 1**

Teachers will differentiate instruction based on students' formal and informal data.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Lesson Plans, Coaches logs, Classroom Walk-throughs

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

Lesson plans will reflect small group instruction and real world math scenarios.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson Plans, Classroom Walk-throughs

### **Plan to Monitor Effectiveness of G2.B4.S1**

Student data

#### **Person or Persons Responsible**

Grade level teachers, Leadership Team, Instructional Coach

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Grades, Formal and Informal Assessments

**G3. Increase the percent of students meeting and exceeding the standards from 57% to 60% on the Science FCAT 2014**

**G3.B3 Lack of Schema**

**G3.B3.S1** Increase student Schema by implementing technology allowing students to build their schema through virtual field trips, informational videos and read aloud.

**Action Step 1**

Time to collaborate with grade level on ways to build schema using technology

**Person or Persons Responsible**

Grade Level Teachers, Instructional Coach, Media Specialist

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Lesson Plans referencing the use of technology for schema, coaching logs, collaborative planning conversations

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

Monitor Safari Montage usage and teacher lesson plans for virtual field trips and read aloud

**Person or Persons Responsible**

Leadership team, Instructional Coach

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Safari Montage quarterly reports and lesson plans

### Plan to Monitor Effectiveness of G3.B3.S1

Lesson plans, Student scores writing scores will increase

#### Person or Persons Responsible

Leadership team, Instructional Coach, Writing Committee

#### Target Dates or Schedule

on-going

#### Evidence of Completion

FCAT writing scores, Student grades, and CGA's

### G3.B4 Lack of higher order vocabulary

**G3.B4.S1** Design and implement word studies by using word sorts and graphic organizers to increase vocabulary and comprehension of grade level text.

#### Action Step 1

Teacher collaboration time to plan for and create word sorts, increase word wall usage, implement science read aloud cross curricular.

#### Person or Persons Responsible

Teachers, Instructional Coach, District Science Coach

#### Target Dates or Schedule

On-Going

#### Evidence of Completion

word sorts, lesson plans, coach logs, collaborative conversations

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

Word sorts, student participation with word wall activity/conversations

#### Person or Persons Responsible

Instructional Coach, Science Committee, Leadership Team

#### Target Dates or Schedule

on-going

#### Evidence of Completion

Coach Logs, Lesson Plans

### Plan to Monitor Effectiveness of G3.B4.S1

CGA's, teacher made assessments, student science journals

#### Person or Persons Responsible

Leadership Team, Science Committee, Instructional Coach

#### Target Dates or Schedule

on-going

#### Evidence of Completion

FCAT Science, Student Grades

**G4.** Students with Disabilities will increase proficiency from 58% to 68% on the FCAT 2.0 Reading 2014.

### G4.B1 Lack of knowledge and pedagogy

**G4.B1.S1** Plan professional development opportunities based on student data needs.

#### Action Step 1

Grade level collaboration time

#### Person or Persons Responsible

Grade level teachers, Reading Coach, Administrators

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans, observations, student work, data notebooks

#### Facilitator:

Reading Coach

#### Participants:

Grade Level teachers



## **Action Step 2**

Early dismissal training

### **Person or Persons Responsible**

Grade level teachers, Reading Coach, Administrators

### **Target Dates or Schedule**

Early Dismissal Training

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

### **Facilitator:**

Reading Coach, District Reading Specialists, Guest speakers, Administration

### **Participants:**

All teachers

## **Action Step 3**

WOW Days

### **Person or Persons Responsible**

Grade Level teachers

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

### **Facilitator:**

Reading Coach, District Reading Coach

### **Participants:**

Grade Level teachers

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

Teacher participation in professional development

**Person or Persons Responsible**

All teachers

**Target Dates or Schedule**

Weekly grade level collaboration, Early Dismissal trainings, WOW Days

**Evidence of Completion**

Sign in sheets, classroom walk-throughs, lesson plans, student data

### **Plan to Monitor Effectiveness of G4.B1.S1**

Students will utilize skills and strategies that teachers have learned in professional development opportunities.

**Person or Persons Responsible**

Grade Level teachers

**Target Dates or Schedule**

Ongoing throughout school year

**Evidence of Completion**

Classroom walk-throughs, student work, anecdotal notes

**G4.B2** Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**G4.B2.S3** Provide effective large and small group instruction based on Duval County mandated curriculum. Provide assessments, analyze data, provide small group instruction (based on need and level) in order to reteach and remediate, reassess to determine effectiveness of remediation and continue making decisions based on increased results

**Action Step 1**

Effective group and differentiated instruction based on student data needs

**Person or Persons Responsible**

Classroom teachers, Reading Coach, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative and summative assessment data, student journals, classroom walk-throughs

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

Daily effective instruction, both whole group differentiated

**Person or Persons Responsible**

Reading Coach, Administration, teacher reflection

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, data notebooks, formal and informal student data

### Plan to Monitor Effectiveness of G4.B2.S3

Formal and informal student data

#### Person or Persons Responsible

Teachers, Leadership Team, Data Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Classroom walk-throughs, teacher collaboration about data, formative and summative assessment data

### G5. Students with disabilities will increase proficiency from 55%to 74% on the Math FCAT 2.0 2014

#### G5.B1 Lack of content knowledge

**G5.B1.S1** Analyze data from base line assessments. Provide teachers professional development that reflect the needs of students.

#### Action Step 1

Data Chats, Professional Development, Collaborative planning, lesson studies

#### Person or Persons Responsible

Instructional Coach, Math Committee, District Math Coach

#### Target Dates or Schedule

Early Dismissal, Collaborative planning time

#### Evidence of Completion

Coaching Logs, Collaborative planning,

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

Participation in Weekly team meetings, Monitor Coaching Logs

#### Person or Persons Responsible

Leadership team

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Training and meeting logs

## Plan to Monitor Effectiveness of G5.B1.S1

Formal and Informal student data

### Person or Persons Responsible

teachers, Leadership team, math committee

### Target Dates or Schedule

on-going

### Evidence of Completion

classroom walk throughs, formative and summative assessment, data chats.

## G5.B5 Parental content knowledge

**G5.B5.S1** Provide additional support for parents by providing content specific information in teacher created newsletters, website, and agenda.

### Action Step 1

Teacher Newsletters, Website, and Agenda Parent information Documents

### Person or Persons Responsible

Teachers, Leadership team. Instructional Coach, School Webmaster

### Target Dates or Schedule

on-going

### Evidence of Completion

Parent feedback, student grades, formative and summative assessments

## Plan to Monitor Fidelity of Implementation of G5.B5.S1

Teacher newsletter and website

### Person or Persons Responsible

Leadership team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Data Chats, Collaborative planning logs, Coach Logs

### Plan to Monitor Effectiveness of G5.B5.S1

Collaborative planning meetings, data chats, students work, parent feedback, parent information night attendance

**Person or Persons Responsible**

Teacher, Math Committee, Leadership team,

**Target Dates or Schedule**

on-going

**Evidence of Completion**

newsletters, agenda, coach logs, assessments

**G6.** Economically Disadvantaged students will increase proficiency from 60% to 74% on the FCAT 2.0 Reading 2014.

### G6.B1 Lack of knowledge and pedagogy

**G6.B1.S1** Plan professional development opportunities based on student data needs.

**Action Step 1**

Grade level collaboration time

**Person or Persons Responsible**

Grade level teachers, Reading Coach, Administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**Facilitator:**

Reading Coach

**Participants:**

Grade Level teachers

## **Action Step 2**

Early dismissal training

### **Person or Persons Responsible**

Grade level teachers, Reading Coach, Administrators

### **Target Dates or Schedule**

Early Dismissal Training

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

### **Facilitator:**

Reading Coach, District Reading Specialists, Guest speakers, Administration

### **Participants:**

All teachers

## **Action Step 3**

WOW Days

### **Person or Persons Responsible**

Grade Level teachers

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

### **Facilitator:**

Reading Coach, District Reading Coach

### **Participants:**

Grade Level teachers

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

Teacher participation in professional development

**Person or Persons Responsible**

All teachers

**Target Dates or Schedule**

Weekly grade level collaboration, Early Dismissal trainings, WOW Days

**Evidence of Completion**

Sign in sheets, classroom walk-throughs, lesson plans, student data

### **Plan to Monitor Effectiveness of G6.B1.S1**

Students will utilize skills and strategies that teachers have learned in professional development opportunities.

**Person or Persons Responsible**

Grade Level teachers

**Target Dates or Schedule**

Ongoing throughout school year

**Evidence of Completion**

Classroom walk-throughs, student work, anecdotal notes



**G6.B2** Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**G6.B2.S3** Provide effective large and small group instruction based on Duval County mandated curriculum. Provide assessments, analyze data, provide small group instruction (based on need and level) in order to reteach and remediate, reassess to determine effectiveness of remediation and continue making decisions based on increased results

**Action Step 1**

Effective group and differentiated instruction based on student data needs

**Person or Persons Responsible**

Classroom teachers, Reading Coach, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative and summative assessment data, student journals, classroom walk-throughs

**Plan to Monitor Fidelity of Implementation of G6.B2.S3**

Daily effective instruction, both whole group differentiated

**Person or Persons Responsible**

Reading Coach, Administration, teacher reflection

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, data notebooks, formal and informal student data

## Plan to Monitor Effectiveness of G6.B2.S3

Formal and informal student data

### Person or Persons Responsible

Teachers, Leadership Team, Data Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classroom walk-throughs, teacher collaboration about data, formative and summative assessment data

**G7.** Economically Disadvantaged students will increase proficiency from 62% to 74% on the Math FCAT 2.0 2014

## G7.B1 Lack of content knowledge

**G7.B1.S1** Analyze data from base line assessments. Provide teachers professional development that reflect the needs of students.

### Action Step 1

Data Chats, Professional Development, Collaborative planning, lesson studies

### Person or Persons Responsible

Instructional Coach, Math Committee, District Math Coach

### Target Dates or Schedule

Early Dismissal, Collaborative planning time

### Evidence of Completion

Coaching Logs, Collaborative planning,

### Plan to Monitor Fidelity of Implementation of G7.B1.S1

Participation in Weekly team meetings, Monitor Coaching Logs

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Training and meeting logs

### Plan to Monitor Effectiveness of G7.B1.S1

Formal and Informal student data

**Person or Persons Responsible**

teachers, Leadership team, math committee

**Target Dates or Schedule**

on-going

**Evidence of Completion**

classroom walk throughs, formative and summative assessment, data chats.

## G7.B5 Parental content knowledge

**G7.B5.S1** Provide additional support for parents by providing content specific information in teacher created newsletters, website, and agenda.

**Action Step 1**

Teacher Newsletters, Website, and Agenda Parent information Documents

**Person or Persons Responsible**

Teachers, Leadership team. Instructional Coach, School Webmaster

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Parent feedback, student grades, formative and summative assessments

### Plan to Monitor Fidelity of Implementation of G7.B5.S1

Teacher newsletter and website

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data Chats, Collaborative planning logs, Coach Logs

### Plan to Monitor Effectiveness of G7.B5.S1

Collaborative planning meetings, data chats, students work, parent feedback, parent information night attendance

**Person or Persons Responsible**

Teacher, Math Committee, Leadership team,

**Target Dates or Schedule**

on-going

**Evidence of Completion**

newsletters, agenda, coach logs, assessments

**G8.** The percentage of students scoring a Level 4 or higher will increase from 36% to 45% on the Reading FCAT 2014.

**G8.B1** Lack of knowledge and pedagogy

**G8.B1.S1** Plan professional development opportunities based on student data needs.

**Action Step 1**

Grade level collaboration time

**Person or Persons Responsible**

Grade level teachers, Reading Coach, Administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**Facilitator:**

Reading Coach

**Participants:**

Grade Level teachers

**Action Step 2**

Early dismissal training

**Person or Persons Responsible**

Grade level teachers, Reading Coach, Administrators

**Target Dates or Schedule**

Early Dismissal Training

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**Facilitator:**

Reading Coach, District Reading Specialists, Guest speakers, Administration

**Participants:**

All teachers

### **Action Step 3**

WOW Days

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

#### **Facilitator:**

Reading Coach, District Reading Coach

#### **Participants:**

Grade Level teachers

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Teacher participation in professional development

#### **Person or Persons Responsible**

All teachers

#### **Target Dates or Schedule**

Weekly grade level collaboration, Early Dismissal trainings, WOW Days

#### **Evidence of Completion**

Sign in sheets, classroom walk-throughs, lesson plans, student data

### **Plan to Monitor Effectiveness of G8.B1.S1**

Students will utilize skills and strategies that teachers have learned in professional development opportunities.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing throughout school year

#### **Evidence of Completion**

Classroom walk-throughs, student work, anecdotal notes

## Plan to Monitor Fidelity of Implementation of G8.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G8.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G8.B2** Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**G8.B2.S3** Provide effective large and small group instruction based on Duval County mandated curriculum. Provide assessments, analyze data, provide small group instruction (based on need and level) in order to reteach and remediate, reassess to determine effectiveness of remediation and continue making decisions based on increased results

### **Action Step 1**

Effective group and differentiated instruction based on student data needs

**Person or Persons Responsible**

Classroom teachers, Reading Coach, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative and summative assessment data, student journals, classroom walk-throughs

### **Plan to Monitor Fidelity of Implementation of G8.B2.S3**

Daily effective instruction, both whole group differentiated

**Person or Persons Responsible**

Reading Coach, Administration, teacher reflection

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, data notebooks, formal and informal student data

### **Plan to Monitor Effectiveness of G8.B2.S3**

Formal and informal student data

**Person or Persons Responsible**

Teachers, Leadership Team, Data Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, teacher collaboration



**G9.** The percentage of students scoring a Level 4 or higher will increase from 35% to 40% on the Math FCAT 2014.

**G9.B1** Lack of content knowledge

**G9.B1.S1** Analyze data from baseline assessments. Provide teachers professional development that reflect the needs of the student.

**Action Step 1**

Teachers will meet in their grade level collaboration groups and discuss students' formal and informal data assessments.

**Person or Persons Responsible**

Grade Level teachers, Instructional Coach, Leadership Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Data Notebooks, Coaches Log, Lesson Plans

**Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Leadership Team will participate in data chats with grade levels.

**Person or Persons Responsible**

Leadership Team, Instructional Coach and Grade Level teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Notebooks, Coaches' Logs, Leadership Team minutes, student work

### **Plan to Monitor Effectiveness of G9.B1.S1**

Data will be formally analyzed several times per year.

#### **Person or Persons Responsible**

Leadership Team, Instructional Coach, Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Formal and Informal Assessment Data, Grades, Monitoring Forms

### **G9.B4 Student engagement**

#### **G9.B4.S1 Implement small group instruction and real world math scenarios.**

##### **Action Step 1**

Teachers will differentiate instruction based on students' formal and informal data.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Lesson Plans, Coaches logs, Classroom Walk-throughs

### **Plan to Monitor Fidelity of Implementation of G9.B4.S1**

Lesson plans will reflect small group instruction and real world math scenarios.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson Plans, Classroom Walk-throughs

## Plan to Monitor Effectiveness of G9.B4.S1

Student data

### Person or Persons Responsible

Grade level teachers, Leadership Team, Instructional Coach

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Data Notebooks, Grades, Formal and Informal Assessments

**G10.** The percentage of students scoring at Levels 4, 5, or 6 on the FAA 2014 will increase from 89% to 92%.

**G10.B1** Lack of knowledge and pedagogy

**G10.B1.S1** Plan professional development opportunities based on student data needs.

### Action Step 1

Grade level collaboration time

### Person or Persons Responsible

Grade level teachers, ESE Lead, Administrators

### Target Dates or Schedule

Weekly

### Evidence of Completion

Lesson plans, observations, student work, data notebooks

### Facilitator:

ESE Lead

### Participants:

Grade Level teachers

## **Action Step 2**

Early dismissal training

### **Person or Persons Responsible**

Grade level teachers, ESE Lead, Administrators

### **Target Dates or Schedule**

Early Dismissal Training

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

### **Facilitator:**

Reading Coach, District Reading Specialists, Guest speakers, Administration

### **Participants:**

All teachers

## **Action Step 3**

WOW Days

### **Person or Persons Responsible**

Grade Level teachers

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

### **Facilitator:**

Reading Coach, District Reading Coach

### **Participants:**

Grade Level teachers

### **Plan to Monitor Fidelity of Implementation of G10.B1.S1**

Teacher participation in professional development

#### **Person or Persons Responsible**

All teachers

#### **Target Dates or Schedule**

Weekly grade level collaboration, Early Dismissal trainings, WOW Days

#### **Evidence of Completion**

Sign in sheets, classroom walk-throughs, lesson plans, student data

### **Plan to Monitor Effectiveness of G10.B1.S1**

Students will utilize skills and strategies that teachers have learned in professional development opportunities.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing throughout school year

#### **Evidence of Completion**

Classroom walk-throughs, student work, anecdotal notes

**G10.B2** Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**G10.B2.S3** Provide effective large and small group instruction based on Duval County mandated curriculum. Provide assessments, analyze data, provide small group instruction (based on need and level) in order to reteach and remediate, reassess to determine effectiveness of remediation and continue making decisions based on increased results

**Action Step 1**

Effective group and differentiated instruction based on student data needs

**Person or Persons Responsible**

Classroom teachers, ESE Lead, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative and summative assessment data, student journals, classroom walk-throughs

**Plan to Monitor Fidelity of Implementation of G10.B2.S3**

Daily effective instruction, both whole group and differentiated

**Person or Persons Responsible**

ESE Lead, Administration, teacher reflection

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, data notebooks, formal and informal student data

**Plan to Monitor Effectiveness of G10.B2.S3**

Formal and informal student data

**Person or Persons Responsible**

Teachers, Leadership Team, Data Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, teacher collaboration

**G11.** The percentage of students scoring at levels 4,5, or 6 on the FAA 2014 will increase from 57% to 66%

**G11.B1** Lack of content knowledge

**G11.B1.S1** Analyze data from baseline assessments. Provide teachers professional development that reflect the needs of the student.

**Action Step 1**

Teachers will meet with SLA teachers for collaboration and discuss students' formal and informal data assessments.

**Person or Persons Responsible**

SLA teachers, ESE Lead, Leadership Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Data Notebooks, ESE Lead logs, Lesson Plans

**Plan to Monitor Fidelity of Implementation of G11.B1.S1**

Leadership Team will participate in data chats with SLA teachers.

**Person or Persons Responsible**

Leadership Team, Instructional Coach, ESE Lead and Grade Level teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Notebooks, Coaches' Logs, Leadership Team minutes, student work

**Plan to Monitor Effectiveness of G11.B1.S1**

Data will be formally analyzed several times per year.

**Person or Persons Responsible**

Leadership Team, Instructional Coach, Grade Level teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Notebooks, Formal and Informal Assessment Data, Grades, Monitoring Forms

## **G11.B2 Student engagement**

### **G11.B2.S1 Implement small group instruction and real world math scenarios.**

#### **Action Step 1**

Teachers will differentiate instruction based on students' formal and informal data.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Lesson Plans, Coaches logs, Classroom Walk-throughs

### **Plan to Monitor Fidelity of Implementation of G11.B2.S1**

Lesson plans will reflect small group instruction and real world math scenarios.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson Plans, Classroom Walk-throughs

### **Plan to Monitor Effectiveness of G11.B2.S1**

Student data

#### **Person or Persons Responsible**

Grade level teachers, Leadership Team, Instructional Coach

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Grades, Formal and Informal Assessments



**G12.** The percentage of students scoring at or above Level 7 on the FAA 2014 will increase from 50% to 64%.

**G12.B1** Lack of knowledge and pedagogy

**G12.B1.S1** Plan professional development opportunities based on student data needs.

**Action Step 1**

Grade level collaboration time

**Person or Persons Responsible**

Grade level teachers, ESE Lead, Administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**Facilitator:**

ESE Lead

**Participants:**

Grade Level teachers

**Action Step 2**

Early dismissal training

**Person or Persons Responsible**

Grade level teachers, ESE Lead, Administrators

**Target Dates or Schedule**

Early Dismissal Training

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**Facilitator:**

Reading Coach, District Reading Specialists, Guest speakers, Administration

**Participants:**

All teachers

### **Action Step 3**

WOW Days

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

#### **Facilitator:**

Reading Coach, District Reading Coach

#### **Participants:**

Grade Level teachers

### **Plan to Monitor Fidelity of Implementation of G12.B1.S1**

Teacher participation in professional development

#### **Person or Persons Responsible**

All teachers

#### **Target Dates or Schedule**

Weekly grade level collaboration, Early Dismissal trainings, WOW Days

#### **Evidence of Completion**

Sign in sheets, classroom walk-throughs, lesson plans, student data

### **Plan to Monitor Effectiveness of G12.B1.S1**

Students will utilize skills and strategies that teachers have learned in professional development opportunities.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing throughout school year

#### **Evidence of Completion**

Classroom walk-throughs, student work, anecdotal notes

**G12.B2** Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**G12.B2.S3** Provide effective large and small group instruction based on Duval County mandated curriculum. Provide assessments, analyze data, provide small group instruction (based on need and level) in order to reteach and remediate, reassess to determine effectiveness of remediation and continue making decisions based on increased results

**Action Step 1**

Effective group and differentiated instruction based on student data needs

**Person or Persons Responsible**

Classroom teachers, ESE lead, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative and summative assessment data, student journals, classroom walk-throughs

**Plan to Monitor Fidelity of Implementation of G12.B2.S3**

Daily effective instruction, both whole group differentiated

**Person or Persons Responsible**

ESE Lead, Administration, teacher reflection

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, data notebooks, formal and informal student data

**Plan to Monitor Effectiveness of G12.B2.S3**

Formal and informal student data

**Person or Persons Responsible**

Teachers, Leadership Team, Data Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, teacher collaboration

**G13.** The percentage of students scoring at or above level 7 on the FAA 2014 will increase from 27% to 30%.

**G13.B1** Lack of content knowledge

**G13.B1.S1** Analyze data from baseline assessments. Provide teachers professional development that reflect the needs of the student.

**Action Step 1**

Teachers will meet with SLA teachers for collaboration and discuss students' formal and informal data assessments.

**Person or Persons Responsible**

SLA teachers, ESE Lead, Leadership Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Data Notebooks, ESE Lead logs, Lesson Plans

**Plan to Monitor Fidelity of Implementation of G13.B1.S1**

Leadership Team will participate in data chats with SLA teachers.

**Person or Persons Responsible**

Leadership Team, Instructional Coach, ESE Lead and Grade Level teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Notebooks, Coaches' Logs, Leadership Team minutes, student work

**Plan to Monitor Effectiveness of G13.B1.S1**

Data will be formally analyzed several times per year.

**Person or Persons Responsible**

Leadership Team, Instructional Coach, Grade Level teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Notebooks, Formal and Informal Assessment Data, Grades, Monitoring Forms

## **G13.B2 Student engagement**

### **G13.B2.S1 Implement small group instruction and real world math scenarios.**

#### **Action Step 1**

Teachers will differentiate instruction based on students' formal and informal data.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Lesson Plans, Coaches logs, Classroom Walk-throughs

### **Plan to Monitor Fidelity of Implementation of G13.B2.S1**

Lesson plans will reflect small group instruction and real world math scenarios.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson Plans, Classroom Walk-throughs

### **Plan to Monitor Effectiveness of G13.B2.S1**

Student data

#### **Person or Persons Responsible**

Grade level teachers, Leadership Team, Instructional Coach, ESE Lead

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Grades, Formal and Informal Assessments

**G14.** The percentage of students making Learning Gains on FCAT Reading 2014 will increase from 58% to 65%.

**G14.B2** Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**G14.B2.S3** Provide effective large and small group instruction based on Duval County mandated curriculum. Provide assessments, analyze data, provide small group instruction (based on need and level) in order to reteach and remediate, reassess to determine effectiveness of remediation and continue making decisions based on increased results

**Action Step 1**

Effective group and differentiated instruction based on student data needs

**Person or Persons Responsible**

Classroom teachers, Reading Coach, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative and summative assessment data, student journals, classroom walk-throughs

**Plan to Monitor Fidelity of Implementation of G14.B2.S3**

Daily effective instruction, both whole group differentiated

**Person or Persons Responsible**

Reading Coach, Administration, teacher reflection

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, data notebooks, formal and informal student data

### Plan to Monitor Effectiveness of G14.B2.S3

Formal and informal student data

**Person or Persons Responsible**

Teachers, Leadership Team, Data Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, teacher collaboration

**G15.** The percentage of students making Learning Gains on FCAT Math 20014 will increase from 58% to 65%

### G15.B1 Lack of content knowledge

**G15.B1.S1** Analyze data from baseline assessments. Provide teachers professional development that reflect the needs of the student.

**Action Step 1**

Teachers will meet in their grade level collaboration groups and discuss students' formal and informal data assessments.

**Person or Persons Responsible**

Grade Level teachers, Instructional Coach, Leadership Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Data Notebooks, Coaches Log, Lesson Plans

### **Plan to Monitor Fidelity of Implementation of G15.B1.S1**

Leadership Team will participate in data chats with grade levels.

#### **Person or Persons Responsible**

Leadership Team, Instructional Coach and Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Coaches' Logs, Leadership Team minutes, student work

### **Plan to Monitor Effectiveness of G15.B1.S1**

Data will be formally analyzed several times per year.

#### **Person or Persons Responsible**

Leadership Team, Instructional Coach, Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Formal and Informal Assessment Data, Grades, Monitoring Forms



**G16.** The percentage of students who are in the Bottom Quartile will increase their learning gains on the FCAT Reading 2014 from 50% to 65%.

**G16.B2** Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**G16.B2.S3** Provide effective large and small group instruction based on Duval County mandated curriculum. Provide assessments, analyze data, provide small group instruction (based on need and level) in order to reteach and remediate, reassess to determine effectiveness of remediation and continue making decisions based on increased results

**Action Step 1**

Effective group and differentiated instruction based on student data needs

**Person or Persons Responsible**

Classroom teachers, Reading Coach, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative and summative assessment data, student journals, classroom walk-throughs

**Plan to Monitor Fidelity of Implementation of G16.B2.S3**

Daily effective instruction, both whole group differentiated

**Person or Persons Responsible**

Reading Coach, Administration, teacher reflection

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, data notebooks, formal and informal student data

### Plan to Monitor Effectiveness of G16.B2.S3

Formal and informal student data

**Person or Persons Responsible**

Teachers, Leadership Team, Data Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, teacher collaboration

**G17.** Percentage of students who are in the Bottom Quartile will increase their Learning Gains on the FCAT Math 2014 from 56% to 65%

### G17.B1 Lack of content knowledge

**G17.B1.S1** Analyze data from baseline assessments. Provide teachers professional development that reflect the needs of the student.

**Action Step 1**

Teachers will meet in their grade level collaboration groups and discuss students' formal and informal data assessments.

**Person or Persons Responsible**

Grade Level teachers, Instructional Coach, Leadership Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Data Notebooks, Coaches Log, Lesson Plans

### **Plan to Monitor Fidelity of Implementation of G17.B1.S1**

Leadership Team will participate in data chats with grade levels.

#### **Person or Persons Responsible**

Leadership Team, Instructional Coach and Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Coaches' Logs, Leadership Team minutes, student work

### **Plan to Monitor Effectiveness of G17.B1.S1**

Data will be formally analyzed several times per year.

#### **Person or Persons Responsible**

Leadership Team, Instructional Coach, Grade Level teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data Notebooks, Formal and Informal Assessment Data, Grades, Monitoring Forms

**G18.** The percentage of students scoring at or above a Level 3.5 on the FCAT Writing 2014 will increase from 64% to 78%.

**G18.B1** Lack of knowledge and pedagogy

**G18.B1.S1** Plan professional development opportunities based on student data needs.

**Action Step 1**

Grade level collaboration time

**Person or Persons Responsible**

Grade level teachers, Reading Coach, Administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**Facilitator:**

Reading Coach

**Participants:**

Grade Level teachers

**Action Step 2**

Early dismissal training

**Person or Persons Responsible**

Grade level teachers, Reading Coach, Administrators

**Target Dates or Schedule**

Early Dismissal Training

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**Facilitator:**

Reading Coach, District Reading Specialists, Guest speakers, Administration

**Participants:**

All teachers

### **Action Step 3**

WOW Days

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

#### **Facilitator:**

Reading Coach, District Reading Coach

#### **Participants:**

Grade Level teachers

### **Plan to Monitor Fidelity of Implementation of G18.B1.S1**

Teacher participation in professional development

#### **Person or Persons Responsible**

All teachers

#### **Target Dates or Schedule**

Weekly grade level collaboration, Early Dismissal trainings, WOW Days

#### **Evidence of Completion**

Sign in sheets, classroom walk-throughs, lesson plans, student data

### **Plan to Monitor Effectiveness of G18.B1.S1**

Students will utilize skills and strategies that teachers have learned in professional development opportunities.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing throughout school year

#### **Evidence of Completion**

Classroom walk-throughs, student work, anecdotal notes

**G18.B1.S2** Utilize grade level collaboration time for lesson studies, coaching and lesson planning.

**Action Step 1**

Grade level collaboration

**Person or Persons Responsible**

Grade Level teachers, Reading Coach, Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Common writing samples, student writing journals

**Plan to Monitor Fidelity of Implementation of G18.B1.S2**

Monitoring of student writing journals

**Person or Persons Responsible**

Grade Level teachers, Leadership Team, Reading Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Writing journals, district writing prompts, classroom walk-throughs

**Plan to Monitor Effectiveness of G18.B1.S2**

Teams will meet to score and discuss writing prompts using a 6 point rubric

**Person or Persons Responsible**

Grade level teachers, Leadership Team, Reading Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student writing journals, Writing Prompts, Grades

**G19.** The percentage of students scoring at or above Level 4 on the FAA 2014 will increase from 91% to 95%.

**G19.B1** Lack of knowledge and pedagogy

**G19.B1.S1** Plan professional development opportunities based on student data needs.

**Action Step 1**

Grade level collaboration time

**Person or Persons Responsible**

Grade level teachers, ESE Lead, Administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**Facilitator:**

ESE Lead

**Participants:**

Grade Level teachers

**Action Step 2**

Early dismissal training

**Person or Persons Responsible**

Grade level teachers, ESE Lead, Administrators

**Target Dates or Schedule**

Early Dismissal Training

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**Facilitator:**

Reading Coach, District Reading Specialists, Guest speakers, Administration

**Participants:**

All teachers

### **Action Step 3**

WOW Days

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

#### **Facilitator:**

Reading Coach, District Reading Coach

#### **Participants:**

Grade Level teachers

### **Plan to Monitor Fidelity of Implementation of G19.B1.S1**

Teacher participation in professional development

#### **Person or Persons Responsible**

All teachers

#### **Target Dates or Schedule**

Weekly grade level collaboration, Early Dismissal trainings, WOW Days

#### **Evidence of Completion**

Sign in sheets, classroom walk-throughs, lesson plans, student data

### **Plan to Monitor Effectiveness of G19.B1.S1**

Students will utilize skills and strategies that teachers have learned in professional development opportunities.

#### **Person or Persons Responsible**

Grade Level teachers

#### **Target Dates or Schedule**

Ongoing throughout school year

#### **Evidence of Completion**

Classroom walk-throughs, student work, anecdotal notes



**G19.B2** Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels

**G19.B2.S3** Provide effective large and small group instruction based on Duval County mandated curriculum. Provide assessments, analyze data, provide small group instruction (based on need and level) in order to reteach and remediate, reassess to determine effectiveness of remediation and continue making decisions based on increased results

**Action Step 1**

Effective group and differentiated instruction based on student data needs

**Person or Persons Responsible**

Classroom teachers, ESE lead, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative and summative assessment data, student journals, classroom walk-throughs

**Plan to Monitor Fidelity of Implementation of G19.B2.S3**

Daily effective instruction, both whole group differentiated

**Person or Persons Responsible**

ESE Lead, Administration, teacher reflection

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, data notebooks, formal and informal student data

**Plan to Monitor Effectiveness of G19.B2.S3**

Formal and informal student data

**Person or Persons Responsible**

Teachers, Leadership Team, Data Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, teacher collaboration

## Coordination and Integration

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

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

SAI Funds - Instructors for Reading and Math will be utilized for a 13 week Saturday School program.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** The percentage of students scoring a Level 3 or higher will increase from 65% to 78% on the Reading FCAT 2014.

### **G1.B1** Lack of knowledge and pedagogy

#### **G1.B1.S1** Plan professional development opportunities based on student data needs.

##### **PD Opportunity 1**

Grade level collaboration time

##### **Facilitator**

Reading Coach

##### **Participants**

Grade Level teachers

##### **Target Dates or Schedule**

Weekly

##### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

##### **PD Opportunity 2**

Early dismissal training

##### **Facilitator**

Reading Coach, District Reading Specialists, Guest speakers, Administration

##### **Participants**

All teachers

##### **Target Dates or Schedule**

Early Dismissal Training

##### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

### **PD Opportunity 3**

WOW Days

#### **Facilitator**

Reading Coach, District Reading Coach

#### **Participants**

Grade Level teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**G4.** Students with Disabilities will increase proficiency from 58% to 68% on the FCAT 2.0 Reading 2014.

**G4.B1** Lack of knowledge and pedagogy

**G4.B1.S1** Plan professional development opportunities based on student data needs.

### **PD Opportunity 1**

Grade level collaboration time

#### **Facilitator**

Reading Coach

#### **Participants**

Grade Level teachers

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

## **PD Opportunity 2**

Early dismissal training

### **Facilitator**

Reading Coach, District Reading Specialists, Guest speakers, Administration

### **Participants**

All teachers

### **Target Dates or Schedule**

Early Dismissal Training

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

## **PD Opportunity 3**

WOW Days

### **Facilitator**

Reading Coach, District Reading Coach

### **Participants**

Grade Level teachers

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**G6.** Economically Disadvantaged students will increase proficiency from 60% to 74% on the FCAT 2.0 Reading 2014.

**G6.B1** Lack of knowledge and pedagogy

**G6.B1.S1** Plan professional development opportunities based on student data needs.

**PD Opportunity 1**

Grade level collaboration time

**Facilitator**

Reading Coach

**Participants**

Grade Level teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**PD Opportunity 2**

Early dismissal training

**Facilitator**

Reading Coach, District Reading Specialists, Guest speakers, Administration

**Participants**

All teachers

**Target Dates or Schedule**

Early Dismissal Training

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

### **PD Opportunity 3**

WOW Days

#### **Facilitator**

Reading Coach, District Reading Coach

#### **Participants**

Grade Level teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**G8.** The percentage of students scoring a Level 4 or higher will increase from 36% to 45% on the Reading FCAT 2014.

**G8.B1** Lack of knowledge and pedagogy

**G8.B1.S1** Plan professional development opportunities based on student data needs.

### **PD Opportunity 1**

Grade level collaboration time

#### **Facilitator**

Reading Coach

#### **Participants**

Grade Level teachers

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

## **PD Opportunity 2**

Early dismissal training

### **Facilitator**

Reading Coach, District Reading Specialists, Guest speakers, Administration

### **Participants**

All teachers

### **Target Dates or Schedule**

Early Dismissal Training

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

## **PD Opportunity 3**

WOW Days

### **Facilitator**

Reading Coach, District Reading Coach

### **Participants**

Grade Level teachers

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks



**G10.** The percentage of students scoring at Levels 4, 5, or 6 on the FAA 2014 will increase from 89% to 92%.

**G10.B1** Lack of knowledge and pedagogy

**G10.B1.S1** Plan professional development opportunities based on student data needs.

**PD Opportunity 1**

Grade level collaboration time

**Facilitator**

ESE Lead

**Participants**

Grade Level teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**PD Opportunity 2**

Early dismissal training

**Facilitator**

Reading Coach, District Reading Specialists, Guest speakers, Administration

**Participants**

All teachers

**Target Dates or Schedule**

Early Dismissal Training

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

### **PD Opportunity 3**

WOW Days

#### **Facilitator**

Reading Coach, District Reading Coach

#### **Participants**

Grade Level teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**G12.** The percentage of students scoring at or above Level 7 on the FAA 2014 will increase from 50% to 64%.

**G12.B1** Lack of knowledge and pedagogy

**G12.B1.S1** Plan professional development opportunities based on student data needs.

### **PD Opportunity 1**

Grade level collaboration time

#### **Facilitator**

ESE Lead

#### **Participants**

Grade Level teachers

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

## **PD Opportunity 2**

Early dismissal training

### **Facilitator**

Reading Coach, District Reading Specialists, Guest speakers, Administration

### **Participants**

All teachers

### **Target Dates or Schedule**

Early Dismissal Training

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

## **PD Opportunity 3**

WOW Days

### **Facilitator**

Reading Coach, District Reading Coach

### **Participants**

Grade Level teachers

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**G18.** The percentage of students scoring at or above a Level 3.5 on the FCAT Writing 2014 will increase from 64% to 78%.

**G18.B1** Lack of knowledge and pedagogy

**G18.B1.S1** Plan professional development opportunities based on student data needs.

**PD Opportunity 1**

Grade level collaboration time

**Facilitator**

Reading Coach

**Participants**

Grade Level teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**PD Opportunity 2**

Early dismissal training

**Facilitator**

Reading Coach, District Reading Specialists, Guest speakers, Administration

**Participants**

All teachers

**Target Dates or Schedule**

Early Dismissal Training

**Evidence of Completion**

Lesson plans, observations, student work, data notebooks

### **PD Opportunity 3**

WOW Days

#### **Facilitator**

Reading Coach, District Reading Coach

#### **Participants**

Grade Level teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

**G19.** The percentage of students scoring at or above Level 4 on the FAA 2014 will increase from 91% to 95%.

**G19.B1** Lack of knowledge and pedagogy

**G19.B1.S1** Plan professional development opportunities based on student data needs.

### **PD Opportunity 1**

Grade level collaboration time

#### **Facilitator**

ESE Lead

#### **Participants**

Grade Level teachers

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

## **PD Opportunity 2**

Early dismissal training

### **Facilitator**

Reading Coach, District Reading Specialists, Guest speakers, Administration

### **Participants**

All teachers

### **Target Dates or Schedule**

Early Dismissal Training

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

## **PD Opportunity 3**

WOW Days

### **Facilitator**

Reading Coach, District Reading Coach

### **Participants**

Grade Level teachers

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Lesson plans, observations, student work, data notebooks

## Appendix 2: Budget to Support School Improvement Goals