R L Brown Gifted And Talented Academy

2016-17 Schoolwide Improvement Plan

R L Brown Gifted And Talented Academy

1535 MILNOR ST, Jacksonville, FL 32206

http://www.duvalschools.org/rlbrown

School Demographics

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

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for R L Brown Gifted And Talented Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Richard Lewis Brown Gifted and Academically Talented Academy we are empowering students to be successful in a global society.

b. Provide the school's vision statement.

At Richard Lewis Brown Gifted and Academically Talented Academy, we are a community of diverse learners committed to engaging the whole child in rigorous instruction that challenges them to think critically, take risks and reflect on their learning.

2. School Environment

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

The process in which Richard Lewis Brown learns about students' cultures and build relationships between teachers and students is through student surveys, conferences, parent nights, informal/data conversations with students and parents. Using this information, teachers connect their instruction with students interests, prior knowledge and backgrounds to help the students connect with the content on an individual level. Frequent communication tools such as a monthly newsletter, school website and School Messenger are used to keep parents abreast of school events.

*School-Wide, Grade-Level, and Classroom Surveys
Various surveys are given throughout the school year to assess how Richard Lewis Brown Gifted and Academically Talented Academy can assess and best accommodate the needs of students. Online surveys (survey monkey) will be conducted in the classrooms, during Family Nights, and at orientations.

*Parent-Teacher Conferences
Parents/Guardians may request Parent-Teacher Conferences at any time throughout the school year. In addition, teachers may also reach out to parents/guardians to request a conference. Parent-Teacher Conferences can be conducted in-person or via telephone.

*Weekly Data Chats
All KG-5 classes have time allotted in their weekly schedules to hold Data Chats with individual students, small groups of students, or the entire class. Student Success Binders will be used to house student work samples, assessment, discipline, and attendance data. Tabs for Parent Communication, College and Career, and Student Profile (containing surveys, PMPs, IEPs--if applicable) are also included.

*Resource Classes
Art, Music, P.E. World Language and Media teachers will incorporate culturally diverse content into their lesson plans so that students have the opportunity to learn about various cultures and ways of life. During the 2016-17 school year, Richard Lewis Brown will host several monthly Family Nights that will engage parents/guardians, students, and other stakeholders in ways to increase student achievement and showcase our students as we strive to develop the whole-child. During each Family Night, members of the school's Leadership Team, including the School Counselor, will be available to

meet with parents/guardians to discuss strategies for increasing student achievement, promoting positive behavior, etc.

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

Richard Lewis Brown has a PBIS Team in place to analyze discipline and observation data from common areas around the school. The team also participates in the implementation of the school-wide PBIS plan to ensure a positive learning culture. The PBIS team revises school procedures for arrival/dismissal, cafeteria, hallways, bathrooms, and on the playground. Behavior expectations are consistent across classrooms and are set through a school-wide behavior plan. Common lesson plans through Learning for Life Character Education and ongoing student assemblies have been created to ensure consistency throughout the school.This behavior plan incorporates positive behavior management and strategies for working with different types of behavior. Teachers, staff and administrators are expected to treat all students with respect. Greeting students as they enter the building is an expectation to set the tone for learning everyday.

*HERO Program
The HERO program a positive behavior tracking system that allows students to stand out for doing good deeds during the school day. From tardies to incidents involving multiple students, discipline is a part of every school—but strategies that redirect negative student behavior have a very positive effect on your culture. Hero has apps for parents and students, which give instant notifications of behavior events, opening up lines of conversation between school and home so that they work better together.

*The Loudest Roar
Each week, classroom teachers are encouraged to select one student that has exhibited the qualities of a leader and submit their name to the Main Office to be celebrated over the morning announcements. In addition to having their names announced to the entire school, the chosen "Loudest Roar" will receive Citizenship Charms for their charm necklaces and their names will be displayed on the Loudest Roar bulletin board in the front of the school.

*The Golden Anchor Salute
To promote excellent behavior in the dining room (cafeteria), this year, ALL KG-5 classes will have the opportunity to earn the Golden Anchor each week. In order to earn the "Golden Anchor Salute" at the end
of the week, the following guidelines must be met:

1st-2nd Quarters: 75% of the class must have 0 "checks" on the Cafeteria/Resource Log
3rd-4th Quarters: 80% of the class must have 0 "checks" on the Cafeteria/Resource Log

The school monitors and instructional paraprofessionals will display Golden Anchor recipients' names on the bulletin board in the cafeteria. Class Line Leaders will carry the Golden Anchors anytime they are outside of their classrooms. Whenever students, faculty/staff members, volunteers, visitors, etc. see the Golden Anchor, they must stop and salute the class for their model cafeteria behavior.

*CHAMPs Protocol
All KG-5 Classrooms implement the CHAMPs Protocol to teach and monitor student behavior in the classroom. CHAMPs is also used in the Dining Room (Cafeteria) and is displayed to reinforce while students are at lunch.

C: Conversation (Voice Level 1--Whisper)
H: Help (Raise Your Hand)
A: Activity (Eat, Read, Talk Quietly to the Classmates Beside You and Across from You)

M: Movement (No Movement)
P: Participation (Everyone is Eating and Following All Other CHAMPs Expectations)
S: Success

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Richard Lewis Brown has a school-wide behavior system which common areas, behavior standards and expectations are outlined in detail in the Student/Parent Handbook. Within this handbook are not only expectations for behavior, but also strategies for teachers along with lesson plans for common areas around the school. When a discipline issue arises, teachers are expected to employ intervention strategies to minimize the behavior and encourage students to reflect on their actions. In the event an extreme behavior warrants a referral, the Assistant Principal follows Duval County's Student Code of Conduct to assign the appropriate consequence based on the level of the violation and the occurrence of the violation. The behavior handbook and the DCPS student code of conduct was reviewed with teachers at the start of the year, and ongoing monitoring of expectations is occurring by administration.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Richard Lewis Brown is an International Baccalaureate school in which the IB learner profiles and attitudes are a school-wide expectation. These profiles and attitudes are intended to develop the whole-child.

*Counselor Program
All students have access to the school counselor for emotional support. Mr. Nelson, our full-time School Counselor, will be available each week to provide one-on-one, small group, and whole-group Guidance lessons to meet the social-emotional needs of our students.

*Faculty/Staff-Student Mentor/Mentee Program
Members of the faculty/staff of Richard Lewis Brown will meet and identify students to mentor to improve their social-emotional skills through daily/weekly check-ins and serve as an additional support person in the building.

3. Early Warning Systems

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

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

* Students' attendance is monitored by the classroom teacher and the school counselor. Once there are 3 unexcused absences, the classroom teacher will call the child's parent/guardian to inquire about recent absences. A student with 5 unexcused absences within a calendar month or 10 unexcused absences within a 90-calendar day period shall be referred to the Attendance Intervention Team. A referral will be made to the Truancy Officer if the attendance problem is not resolved.

* Each student identified with one or more suspensions are paired with a mentor within the school to check-in on a regular basis. Positive Behavior strategies are integrated into classroom management plans to support positive behaviors daily. School-wide behavior rewards are in place through the following: Student of the Week/Month, HERO rewards, Lunch with the Principal, participation in school news crew and safety patrols, positive phone calls/notes, and quarterly behavior recognition.

* Academic Safety Nets include Response to Intervention, small-group differentiated instruction, full-time Reading and Math Interventionists working with bottom quartile students, two full-time Exceptional Education teachers, support from school counselor, and administration and coaches monitoring data to help guide the differentiated instructional process.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	15	9	12	12	11	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	7	3	3	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	3	10	14	0	0	0	0	0	0	0	27

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	3	2	3	6	10	0	0	0	0	0	0	0	25

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

Based on the early warning indicators, Richard Lewis Brown employs a variety of intervention strategies for those students exhibiting two or more indicators. Progress monitoring for these students is ongoing by administration, coaches, and classroom teachers. The results of this ongoing progress monitoring allows the teacher to design Tier II prescriptive small-group instruction based on the needs of the student(s). Tier III support from the interventionists and instructional coaches allow for additional small-group instructional time or one-on-one support to meet the needs of the students. The RTI process is ongoing by the classroom teacher as well as the interventionists. Richard Lewis Brown also utilizes blended learning to support learning in reading and math. Achieve 3000 and i-Ready are integrated into Reading and Math instruction, and serve as another differentiated instructional tool.

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

To increase parental involvement through activities conducted by our Parent Liaison and nightly events conducted by the teachers. Activities conducted by the Parent Liaison are for all grades at various times, and nightly events are for ALL grade levels. To increase our percentage of student and parent participation, incentives will be implemented through drawings/giveaways and HERO points .

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

Richard Lewis Brown Gifted and Academically Talented Academy builds and sustains partnerships with the local community through various community events and parent workshops. Through these partnerships, Richard Lewis Brown is able to articulate its mission and vision of excellence and provide students with incentives for meeting desired behavioral and academic expectations.

Business Partnerships
Richard Lewis Brown is continuing to build Business Partnerships with local businesses, including small businesses. Some of our Business Partners for the 2015-2016 school year include:

*The Law of Office of Marcella A. Taylor: Donation of funds for organizational materials for some of our Tier 3 Interventions.
*Southeastern Freight Lines: Donation of school supplies for students; employees were present during Orientation to distribute supplies to families.
*Adkins Electric, Inc. Donation of funds for quarterly student incentives (charms from Fitness Finders) for students' charm necklaces that they receive at the end of each nine weeks for academic performance, citizenship, attendance, cafeteria behavior, meeting reading goals, etc.

Faith-Based Partnerships
Richard Lewis Brown has Faith-Based Partnerships that support the faculty, staff, and students for the 2016-2017 school year.
*North Jax Church: Faculty/Staff breakfasts and lunches to continue to build morale, donation of classroom supplies for every classroom teacher, volunteering during Open House, Parent Nights, volunteering their time to label all agendas for students, etc.
*First Baptist Church of Oakland: Day of Prayer, donation of school supplies for students and classroom supplies for teachers, etc.
*Shiloh Church: donation of school supplies for students and classroom supplies for teachers, etc.

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

1. School Leadership Team

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

Name	Title
Connor, Lindsey	Principal
Kincaid, Kristi	Assistant Principal
Potter, Kelsey	Instructional Coach
Nelson, Josh	School Counselor
Dale, Teresita	Teacher, ESE

b. Duties

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

Richard Lewis Brown's Leadership Team oversees the creation, implementation and monitoring of the School Improvement Plan. The shared decision making process is facilitated with the SDM team, which meets monthly to review pertinent information and concerns for the school as a whole. SDM representatives are selected by the faculty and staff. The school leadership team meets weekly to discuss pressing issues in curriculum/instruction and data to problem-solve through issues. Each member of the leadership team facilitates weekly Professional Learning community/common planning meetings, monitors instruction, and makes adjustments based on feedback/observations.

Lindsey Star Connor, Principal
Mrs. Connor provides instructional support during Collaborative Planning with planning explicit whole group instruction and assists teachers with using data to develop differentiated rotations/centers. Mrs. Connor facilitates weekly meetings with the Distributive Leadership Team to problem-solve and share ideas and strategies to increase student achievement. Mrs. Connor also meets with the Varying Exceptionalities (VE) Teachers, the School Counselor, Reading Interventionists, and Instructional Coaches weekly to review student data and determine next steps. Mrs. Connor also conducts classroom walk-throughs and observations to monitor instruction providing specific and timely feedback to classroom and resource teachers. . Mrs. Connor also develops teachers into leaders and provides leadership opportunities for growth. She develops Early Release Day professional development and uses model teachers as facilitators.

Kristi Kincaid, Assistant Principal
Mrs. Kincaid provides instructional support during weekly Collaborative Planning sessions with planning explicit whole-group and differentiated, small-group instruction. Mrs. Kincaid assists resource and classroom teachers with using data to inform future instruction, including creating differentiated rotations/centers in the ELA classroom. Mrs. Kincaid also serves as the school's Testing Coordinator and maintains school level, grade level, and individual class data spreadsheets to monitor student progress. Mrs. Kincaid will assist with developing instructional plans, resources, and assessments in addition to the district curriculum guides to enhance the Core Instruction to meet the needs of our students. Mrs. Kincaid also serves as the Parent Involvement Liaison and coordinates parent nights, school-wide events. Mrs. Kincaid conducts observations and walk-throughs and provides specific, bite-sized, and actionable feedback to classroom and resource teachers. Mrs. Kincaid meets weekly with academic teams and instructional paras to review student work samples/ data for ELA, focusing heavily on student writing, grammar, and skill development.

Kelsey Potter, Math Coach
Mrs. Potter provides support during Collaborative Planning with planning explicit whole-group instruction aligned to the Mathematical Practices and the Mathematics Florida Standards. She also assists teachers with using data to develop differentiated rotations/centers. Mrs. Potter supports two small groups of 3rd grade students three days each week in Math.

Jacqueline Jenkins, Reading Coach
Ms. Jenkins provides support during Collaborative Planning with planning explicit whole-group instruction aligned to the Language Arts Florida Standards. She also assists teachers with using data to develop differentiated rotations/centers. Ms. Jenkins supports two small groups of 3rd grade students three days each week in Reading.

Nelson, School Counselor
Mr. Nelson provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS implementation; and communicates with parents

regarding school-based MTSS plans and activities.Mr. Nelson provides information about school-wide and classroom behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Kelly Martinez (K-2) and Teresita Dale (3-5), Varying Exceptionalities (V.E.) Teachers
Mrs. Martinez and Mrs. Dale meet with students (per IEP requirements) to incorporate core instructional activities into Tier 2 and/or Tier 3 Instruction. Our V.E. teachers collaborate with the general education teachers through activities such as co-teaching, consultation, collaborative planning, and providing classroom "push-in" support. Mrs. Martinez and Mrs. Dale are also responsible for retrieving, analyzing, monitoring, and keeping record of the data of the students they service. Mrs. Martinez and Mrs. Dale meet weekly with the Principal and Assistant Principal to review data/student progress and determine next steps for instructional support.

Kelly Martinez, Behavior Support Site Coach
Mrs. Martinez supervises the three behavior support units (classrooms), provides instruction on Social Skills, maintains documentation, updates IEPs, holds IEP meetings, supports the classroom teachers and students with parent communication and serves as an additional support for students in the three classrooms.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Administration meets with the academic coaches weekly to discuss progress toward SIP strategies and goals, debrief about observations, and the principal directs the focus for administration directed common planning, coaching cycles, and professional development. The Leadership team will meet every week to discuss:

*Universal screening data and link to instructional decisions;
*Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Services are provided to ensure students requiring additional remediation are assisted through reading and math interventionists during school and after-school programs provided by outside

The RtI Team will meet monthly to discuss referrals and safety nets provided for or needed based on student data. The RtI Team consists of teacher representatives, the school's counselor, and VE teachers. Prior to each meeting, an agenda will be sent to all attendees. The school counselor will serve as the coordinator. The school counselor will be responsible for ensuring all grade level representatives have a copy of RTI manual, procedures, and book of accommodations. The RtI team will collaboratively work with the Collaborative Problem Solving Team and various PLC's throughout the school. This collaboration will be done during PLC's, Vertical Articulation, Focus Walks, and Professional Development trainings held on Early Dismissal days.

Services provided with the use of federal funds ensure that we have smaller classroom sizes, intervention support and additional technology. SAI funds will be used to provide tutoring for our Level

II and Level III students. The tutoring teacher will work with children in small groups. It is our aim this year to help our instructors identify and focus on these individuals grades 3, 4, and 5. These students will be selected based on iReady and Achieve 3000 data.

Every student at Richard Lewis Brown has the option of eating breakfast and lunch at no cost. We are a part of the Breakfast in the Classroom and lunch program initiative set forth by the state. Research proves that when children eat a healthy breakfast, they perform better academically and behaviorally throughout the day. At this time, we have about 80% or more of our students eating breakfast in the morning. Breakfast is served between 8:20- 8:30 in K-5 classrooms.

3. Literacy Leadership Team (LLT)

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

Name	Title
Connor, Lindsey	Principal
Jenkins, Jacquelyn	Instructional Coach
Kincaid, Kristi	Assistant Principal

b. Duties

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

The main goal of the Literacy Leadership Team (LLT) is to provide students with the skills necessary to read on (or above) grade level successfully, including being able read fluently and comprehend grade-level appropriate text. To accomplish this goal, the LLT will meet to analyze and interpret data from blended learning programs such as iReady and Achieve 3000, and other data sources (i.e. DAR, Curriculum Guide Assessments, Teacher-Made Assessments,and Student Work Samples) that are aligned to the Language Arts Florida Standards (LAFS).

Richard Lewis Brown's LLT will also work diligently to instill a love of reading within each child through teaching rigorous and engaging lessons in the classrooms, surveying students on their reading interests/hobbies, incorporating more informational text into the school day, close reading lessons, and through school-wide initiatives such as the recognition of U.S. Constitution Day, Healthy Heart/ Nutrition Months, Black History Month, etc.

All K-5 Classrooms are also equipped with Classroom Libraries that are inviting to students and are full of various genres, levels, and types of text for students to read independently. The Principal and Assistant Principal meet each Wednesday, along side the Reading Coach to provide additional support with planning for whole-group and small-group instruction. The Principal meets to plan/ provide support for 3-5 teachers, the Assistant Principal meets to plan/provide support for K-2 teachers, including instructional paraprofessionals.

The Leadership Team will also work diligently to instill a love of and excitement for reading for each of our students. Along with the Superintendent's Reading Initiatives including the 25-Book or 1,000,000 Word Challenge, Richard Lewis Brown will utilize our Blended Learning Programs (iReady and Achieve 3000), our Title 1 Family Nights/Parent Workshops, and literacy-themed activities throughout the school year to promote literacy in a fun and exciting way! Literacy Weeks are planned for October 2016 and January 2017. We also have implemented progress monitoring forms for students to track their progress on lessons completed and set personal goals. Classes compete to build their reading stamina each morning, and vocabulary and background knowledge are built through virtual field trips,

read alouds, the morning news, etc.

The school's Media Specialist works with students to expose them to more informational text and teaches students to identify the main idea, builds on their content vocabulary, and teaches author's craft for writing through selective read alouds. The school's Music Teacher uses Close Reading to help students understand the meaning behind songs such as The National Anthem.

D. Public and Collaborative Teaching

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

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

In an effort to encourage positive working relationships among teachers, the school administration has analyzed TNTP survey results and identified the top priorities for the school year. Ongoing strategies for team building are embedded in early dismissal training and culture-building activities for faculty and staff. Teachers are recognized via the weekly newsletter "Connor's Compass" and a Teacher of the Month recognition.

*Collaborative Planning: All teachers in grades K-5 participate in Collaborative Planning once a week (Thursdays) with the Principal, Assistant Principal, and Instructional Coaches. During weekly Collaborative Planning sessions, the Leadership Team supports teachers with planning for whole-group instruction (core) and small-group instruction (differentiated rotations). In addition, sessions also focus on analyzing student work and assessment data when applicable.

*Spirit Buddies
Spirit Buddies is a purposeful effort to engage all faculty and staff members in the continual habit of encouraging others.Throughout the year, random acts of kindness are performed to let your Spirit Buddy know they are valued for who they are and the work they do. Expected outcomes include the creation of new friendships, enhanced working relationships and increased faculty/staff morale.

*Leadership Ribbons
Leadership ribbons are given by the Principal and Assistant Principal on the Early Dismissal Wednesdays to recognize teachers who are going above and beyond in the classroom and for the school.

*Mentor/Mentee Program: Assigned mentors and mentees meet bimonthly in efforts to support beginning teachers as well as those that are new to our school and the district.

*Ongoing Walk-Throughs with Actionable, Bite-Sized Feedback: During the 2016-2017 school year, Mrs. Connor and Mrs. Kincaid will conduct walk-throughs in classrooms to observe and provide specific feedback, an additional source of differentiated professional development.

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

*Biweekly Mentor/Mentee Meetings to ensure that all Beginning Teacher requirements are being met.
*Strategic assignment of mentors and mentees

*Administrator Walk-Throughs with bite-sized, specific feedback

*Coaching Cycles for Content/Classroom Management provided by Instructional Coaches

*Teacher Retention: "Informal Chats" with individual faculty/staff members throughout the school year to learn ways that administration can provide support, including the development of teacher leaders.

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

*Mentor/Mentee Meetings meet bimonthly at 7:50 on Thursdays to review e-portfolios and discuss next steps of support for beginning/novice teachers

*Mentors were strategically assigned to mentees based on classroom experience and/or content expertise

*The Principal and Assistant Principal will conduct walk-throughs and observations and provide specific feedback in a timely manner.

*Wednesday Professional Development Sessions: Each Wednesday morning from 8:30-10:30, grade level teams (and resource teachers) will meet with the Leadership Team for differentiated professional development based on individual/grade-level needs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The administration monitors implementation of core instructional programs through frequent classroom walk- throughs. The administration along with academic coaches ensure alignment by reviewing the curriculum resources, Florida Standards and Item Specifications with teachers during common planning. The district curriculum guides are utilized to guide pacing of instruction and to guide teachers in delivering rigorous lessons. All materials are research-based and designed to correlate with Florida Standards and test item specifications. We also use blended learning platforms to address foundational skill development.

K-5 ELA: The core (whole-group instruction) curriculum for the 2016-17 school year is DUVAL Reads. The K-2 curriculum also consists of SAXON phonics that teaches phonemic awareness builds vocabulary through read alouds; the 3-5 curriculum teaches through short stories and novel-based instruction. Modules include both literary and informational text. In addition to the core, students also participate in 45-60 minutes of small-group instruction, including a teacher-led rotation. Other rotations will be created and implemented based on skill deficits, writing, etc. The instructional framework for ELA also includes a Skills Block and Writing Block.

K-5 Mathematics: The core (whole-group instruction) curriculum for the 2016-17 school year is DUVAL Math. In addition to the 60-minute daily core block, students also participate in a 30-minute small-group instruction block, including a teacher-led rotation. Other rotations will be created and implemented based on skill deficits according to assessment data.

K-5 Science: The core (whole-group instruction) for the 2016-17 school year are the curriculum guides developed by the Elementary Science Department based on the Next Generation Sunshine State Standards for Science. Students in Grades 3-5 receive additional support through the use of a PITSCO lab that delvers researched hands-on mission labs.

Performance Matters is a data platform that allow teachers to drill down the data to plan whole group, small group, and individual student learning. Teachers document in their lesson plans the tier II and III interventions used to address the needs of the learners. Teachers use the Achieve 3000 in ELA and Social Studies. This program allows teachers to assign reading passages that are based on learner Lexile level.

Teachers are to document their strategies and interventions in their lesson plans. Students also have either a portfolio, interactive journal, or other data tracking system within each class that allows them to individually monitor their progress and own the learning. Before, during, and after school opportunities are provided as an extension of the instructional learning day.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Richard Lewis Brown Gifted and Academically Talented Academy uses data to differentiate instruction through the use of guided reading, flexible grouping, prescriptive teacher led and independent center activities, and scaffolded core lessons. Our bottom quartile meets in small groups with the reading and math interventionists on a daily basis. During these meetings, instruction is tailored to meet the individual needs of these students.

*Exceptional Education students are serviced by our ESE teachers on a daily basis to address IEP goals and instructional needs. Classroom teachers use ongoing progress monitoring data to create differentiated center rotations. Our inclusive Gifted program provides students with instructional strategies engaging in inquiry based learning and Socratic seminars. As a Gifted Hub school, students are serviced each day once a week by a teacher that specializes in the gifted curriculum.

*The Reading and Math Coaches will collect, review, and analyze multiple sets of data to provide intensive, individualized support to increase reading and math proficiency. The data from these students will be monitored weekly by coaches and the Leadership Team to ensure that students are making sufficient progress.

* Data-driven small groups and center rotations

*Hands-on learning and explorations through the PITSCO science lab;focused lesson through small group PENDA

*Student Work will be reviewed through Collaborative Planning by teachers and the Leadership Team to drive future whole-group, small-group, and individualized instruction.

*Data from DAR, iReady, Achieve 3000, CGAs and Exit Tickets will be used to plan differentiated Reading, Math and Science Centers.

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

Strategy: After School Program

Minutes added to school year:

Small-group tutoring in Reading and Math and daily homework help is provided by certificated teachers during the afternoon Extended Day Program (3:00-6:00 p.m.).

Strategy Rationale

Students in need of additional support will be provided with extended opportunities in the Extended Day Program. Students will use blended learning to supplement learning during the instructional day.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Blended learning data for i-Ready (reading and math) and Achieve 3000 data will be analyzed regularly to determine additional areas of focus.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

A series of diagnostic assessments are given to students entering Kindergarten in order to identify strengths and weaknesses. This data is used to place children appropriately in intensive groups and/ or enrichment. The screenings include, but are not limited to FLKRS, i-Ready, and teacher-made assessments. Based on screening data, students receive targeted small group instruction to address their individual learning needs.

*All students who are in 2nd grade will all be screened for Gifted to determine additional placement as necessary.

*5th Grade students have the opportunity to visit Dedicated Magnet programs for Gifted and Academically Talented Middle Schools during the school year to expose them to middle school routines, curriculum and expectations.

*During the fourth quarter of the school year teachers will participate in vertical articulation. Each grade level is expected to teach crosswalk standards for the next grade level.

b. College and Career Readiness

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If teachers consistently use data to implement rigorous differentiated learning opportunities, while providing instruction in small groups across all content areas, then learning gains will increase for diverse learners.

G2. If all stakeholders continuously articulate a shared vision of collaboration to achieve a positive learning environment, then student achievement will increase.

G3. If teachers regularly engage in tiered professional learning based on individual needs, then effective instruction will yield increased student gains.

Strategic Goals Detail

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

G1. If teachers consistently use data to implement rigorous differentiated learning opportunities, while providing instruction in small groups across all content areas, then learning gains will increase for diverse learners. 1a

🔑 G086466

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	30.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	26.0

Targeted Barriers to Achieving the Goal 3

- More time spent teaching whole group instruction instead of differentiated, small group instruction

- Inconsistent implementation of Rituals and Routines that will not support small group instruction or centers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly collaboration during common planning sessions w/ leadership team

- i-Ready and Achieve 3000 blended learning platform

- District Curriculum Guides

- Instructional Paraprofessional for Primary Grades

- School-based Reading and Math Coaches to provide planning support for teachers

- PITSCO science lab for hands-on learning

Plan to Monitor Progress Toward G1. 8

i-Ready, Achieve 3000, DCPS Baseline/Post, Curriculum Guide Assessment, Teacher-Made Assessments will be monitored and tracked in the Instructional Coach's room displayed on the data boards.

Person Responsible
Lindsey Connor

Schedule
Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
School-wide data boards & Teacher data notebooks

Plan to Monitor Progress Toward G1. `8`

Students in K-5 will have Success Binders that will be used to showcase student data, achievements, work samples and evidence of teacher-parent communications.

> **Person Responsible**
> Kristi Kincaid
>
> **Schedule**
> Biweekly, from 8/15/2016 to 6/2/2017
>
> *Evidence of Completion*
> Students in grades K-5 will use their Success Binders to monitor their progress and track their growth on the blended learning programs, i-Ready and Achieve 3000, baseline and teacher-made tests.

Plan to Monitor Progress Toward G1. `8`

Increase Positive Behavior Supports

> **Person Responsible**
> Lindsey Connor
>
> **Schedule**
> On 6/2/2017
>
> *Evidence of Completion*
> HERO Program Data, School Referral Data, Insight/TNTP Data

G2. If all stakeholders continuously articulate a shared vision of collaboration to achieve a positive learning environment, then student achievement will increase. 1a

🔍 G086467

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	100.0
Attendance rate	93.0
School Climate Survey - Student	70.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation of rituals and routines school-wide/classroom

- Novice Teachers lacking effective classroom management strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Code of Student Conduct

- HERO Behavior System

- CHAMPs Implementation

- New curriculum resources

- Teacher Mentors

- Student Mentors

- School-wide Incentives and Recognition

Plan to Monitor Progress Toward G2. 8

Ongoing analysis of school-wide data (attendance, observations and discipline)

Person Responsible
Lindsey Connor

Schedule
Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Attendance Data, Informal/Formal Observations, Teacher/Student Survey results, Teacher retention and Discipline Reports

G3. If teachers regularly engage in tiered professional learning based on individual needs, then effective instruction will yield increased student gains. `1a`

🔍 G086468

Targets Supported `1b`

Indicator	Annual Target
School Climate Survey - Staff	70.0

Targeted Barriers to Achieving the Goal `3`

- Grade-level teachers not meeting consistently during common planning

- Novice teachers with limited classroom strategies

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

- Mentor Teachers assigned to Novice Teachers

- Prescriptive Professional Development on Early Release Wednesdays

- Collaborative Professional Learning Community-Common Planning

- Ongoing sessions with Professional Development Facilitator (PDF)

- New Teacher Development and Support Program

Plan to Monitor Progress Toward G3. `8`

Monitor lesson plans, iReady diagnostic and progress monitoring reports and Achieve 3000 Level Sets data

Person Responsible

Lindsey Connor

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Increased achievement in Lexile scores and i-Ready scale scores and student performance.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. If teachers consistently use data to implement rigorous differentiated learning opportunities, while providing instruction in small groups across all content areas, then learning gains will increase for diverse learners. 1

🔍 G086466

G1.B1 More time spent teaching whole group instruction instead of differentiated, small group instruction 2

🔍 B229764

G1.B1.S1 Common planning time used to support teachers in disaggregating data and planning for small groups. 4

🔍 S242409

Strategy Rationale

Instructional Coaches will be able to model and push in to classrooms to support teachers in differentiating their instruction.

Action Step 1 5

Collaborative planning with coaches and administration that focuses on using data to create small groups for teacher-led centers and differentiation.

Person Responsible

Lindsey Connor

Schedule

On 6/2/2017

Evidence of Completion

Weekly minutes from Leadership meetings, common planning meetings and coaches logs

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

Administration and instructional coaches will meet weekly for collaborative planning to support the implementation of using data to create prescriptive learning opportunities in small groups and centers.

Person Responsible

Lindsey Connor

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson plans (use of data), Classroom Observations, Coaches Logs, Weekly Minutes from Collaborative Planning

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

Weekly classroom observations conducted by administration and instructional coaches

Person Responsible

Lindsey Connor

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson plans (use of data), Classroom Observations, Coaches Logs, Weekly Minutes from Collaborative Planning

G1.B2 Inconsistent implementation of Rituals and Routines that will not support small group instruction or centers 2

🔑 B229765

G1.B2.S1 Use of positive behavior reinforcement through HERO program and CHAMPs 4

🔑 S242410

Strategy Rationale

Teachers will focus of the positive behaviors to encourage students to be engaged in the learning process.

Action Step 1 5

Use of whole-group, small group and one-one student counseling support

Person Responsible

Lindsey Connor

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans (Tiered interventions)

Action Step 2 5

Differentiated, small group instruction in content areas that focuses on individual needs of students

Person Responsible

Kristi Kincaid

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans with support interventions

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

Monitoring of Tiered Support Interventions

Person Responsible

Kristi Kincaid

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Blended learning data reports

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

Monitoring the intervention supports provided to students

Person Responsible

Lindsey Connor

Schedule

Every 3 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

G2. If all stakeholders continuously articulate a shared vision of collaboration to achieve a positive learning environment, then student achievement will increase. `1`

🔍 G086467

G2.B1 Inconsistent implementation of rituals and routines school-wide/classroom `2`

🔍 B229766

G2.B1.S1 Ensure all teachers are properly implementing CHAMPs and HERO Behavior Program `4`

🔍 S242411

Strategy Rationale

Establishing school-wide expectations of student behavior in common areas to set positive expectations for all students and teachers.

Action Step 1 `5`

Teachers will receive ongoing feedback on implementation of CHAMPs and HERO Behavior System

Person Responsible

Lindsey Connor

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

HERO Reports, School-wide Discipline Reports

Action Step 2 `5`

Students will participate in quarterly assemblies to understand school-wide expectations.

Person Responsible

Kristi Kincaid

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student Exit Ticket, Powerpoint

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

Classroom and common area walk-throughs will be conducted to ensure CHAMPs and HERO implementation in all classrooms.

Person Responsible

Lindsey Connor

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Discipline Report Data, Student Attendance Data, Surveys from students

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

Monitor HERO usage reports and CHAMPs implementation and Discipline Referral data.

Person Responsible

Lindsey Connor

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

HERO Reports, Attendance Reports and Discipline Reports

G2.B2 Novice Teachers lacking effective classroom management strategies 2

🔑 B229767

G2.B2.S1 Teachers will receive all necessary professional development and resources to better establish a positive teaching experience and success within their classroom. 4

🔑 S242412

Strategy Rationale

The more support and training that is provided to teachers, the better they will perform.

Action Step 1 5

Teachers will participate in ongoing professional development to meet their needs.

Person Responsible

Lindsey Connor

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, PDF sign-in logs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor through CAST observations

Person Responsible

Lindsey Connor

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Post Conferences w/ Teachers, Informal/ Formal Observations, CAST Data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Teachers will receive feedback from CAST and Post Conferences.

Person Responsible

Lindsey Connor

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom Observations, Survey Results from Teachers

G3. If teachers regularly engage in tiered professional learning based on individual needs, then effective instruction will yield increased student gains. `1`

🔍 G086468

G3.B1 Grade-level teachers not meeting consistently during common planning `2`

🔍 B229768

G3.B1.S1 Teachers will meet weekly in collaborative planning sessions with instructional coaches. `4`

🔍 S242413

Strategy Rationale

Ongoing instructional support will increase content knowledge and use of data to drive instruction.

Action Step 1 `5`

Teachers will participate in weekly collaborative planning.

Person Responsible

Lindsey Connor

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Weekly agendas, tiered lesson plans and assessments

Action Step 2 `5`

Grade-level teachers will plan common lessons and assessments in common planning weekly.

Person Responsible

Lindsey Connor

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, common assessments, classroom observation data

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

Weekly classroom observations

Person Responsible

Lindsey Connor

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observation data, lesson plans, teacher made test data, i-Ready/Achieve data

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

Monitoring Professional Development participation

Person Responsible

Lindsey Connor

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC Agendas, Sign-in sheets/ERO data

G3.B2 Novice teachers with limited classroom strategies 2

🔑 B229769

G3.B2.S1 Teachers will monitor student usage reports weekly. 4

🔑 S242414

Strategy Rationale

To ensure each student is meeting their minimal usage requirements.

Action Step 1 5

Differentiated professional learning opportunities

Person Responsible

Jacquelyn Jenkins

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Professional development sign-in logs, teachers using reports, small group lesson plans

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

Monitor iReady and Achieve 3000 usage and growth reports.

Person Responsible

Jacquelyn Jenkins

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

iReady and Achieve 3000 usage and growth reports

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

Progress monitoring of students performance on i-Ready and Achieve 3000

Person Responsible

Jacquelyn Jenkins

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Reports (iReady, Achieve 3000)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M324036	i-Ready, Achieve 3000, DCPS Baseline/Post, Curriculum Guide Assessment, Teacher-Made Assessments...	Connor, Lindsey	8/15/2016	School-wide data boards & Teacher data notebooks	6/2/2017 biweekly
G1.MA2 M324037	Students in K-5 will have Success Binders that will be used to showcase student data, achievements,...	Kincaid, Kristi	8/15/2016	Students in grades K-5 will use their Success Binders to monitor their progress and track their growth on the blended learning programs, i-Ready and Achieve 3000, baseline and teacher-made tests.	6/2/2017 biweekly
G1.MA3 M324038	Increase Positive Behavior Supports	Connor, Lindsey	8/15/2016	HERO Program Data, School Referral Data, Insight/TNTP Data	6/2/2017 one-time
G2.MA1 M324043	Ongoing analysis of school-wide data (attendance, observations and discipline)	Connor, Lindsey	8/15/2016	Attendance Data, Informal/Formal Observations, Teacher/Student Survey results, Teacher retention and Discipline Reports	6/2/2017 biweekly
G3.MA1 M324048	Monitor lesson plans, iReady diagnostic and progress monitoring reports and Achieve 3000 Level...	Connor, Lindsey	8/15/2016	Increased achievement in Lexile scores and i-Ready scale scores and student performance.	6/2/2017 monthly
G1.B1.S1.MA1 M324032	Weekly classroom observations conducted by administration and instructional coaches	Connor, Lindsey	8/15/2016	Teacher Lesson plans (use of data), Classroom Observations, Coaches Logs, Weekly Minutes from Collaborative Planning	6/2/2017 weekly
G1.B1.S1.MA1 M324033	Administration and instructional coaches will meet weekly for collaborative planning to support the...	Connor, Lindsey	8/15/2016	Teacher Lesson plans (use of data), Classroom Observations, Coaches Logs, Weekly Minutes from Collaborative Planning	6/2/2017 weekly
G1.B1.S1.A1 A313743	Collaborative planning with coaches and administration that focuses on using data to create small...	Connor, Lindsey	8/15/2016	Weekly minutes from Leadership meetings, common planning meetings and coaches logs	6/2/2017 one-time
G1.B2.S1.MA1 M324034	Monitoring the intervention supports provided to students	Connor, Lindsey	8/15/2016		6/2/2017 every-3-weeks
G1.B2.S1.MA1 M324035	Monitoring of Tiered Support Interventions	Kincaid, Kristi	8/15/2016	Blended learning data reports	6/2/2017 biweekly
G1.B2.S1.A1 A313744	Use of whole-group, small group and one-one student counseling support	Connor, Lindsey	8/15/2016	Lesson Plans (Tiered interventions)	6/2/2017 weekly
G1.B2.S1.A2 A313745	Differentiated, small group instruction in content areas that focuses on individual needs of...	Kincaid, Kristi	8/15/2016	Lesson Plans with support interventions	6/2/2017 weekly
G2.B1.S1.MA1 M324039	Monitor HERO usage reports and CHAMPs implementation and Discipline Referral data.	Connor, Lindsey	8/15/2016	HERO Reports, Attendance Reports and Discipline Reports	6/2/2017 biweekly
G2.B1.S1.MA1 M324040	Classroom and common area walk-throughs will be conducted to ensure CHAMPs and HERO implementation...	Connor, Lindsey	8/15/2016	Discipline Report Data, Student Attendance Data, Surveys from students	6/2/2017 weekly
G2.B1.S1.A1 A313746	Teachers will receive ongoing feedback on implementation of CHAMPs and HERO Behavior System	Connor, Lindsey	8/15/2016	HERO Reports, School-wide Discipline Reports	6/2/2017 weekly
G2.B1.S1.A2 A313747	Students will participate in quarterly assemblies to understand school-wide expectations.	Kincaid, Kristi	8/15/2016	Student Exit Ticket, Powerpoint	6/2/2017 quarterly
G2.B2.S1.MA1 M324041	Teachers will receive feedback from CAST and Post Conferences.	Connor, Lindsey	8/15/2016	Classroom Observations, Survey Results from Teachers	6/2/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1 M324042	Monitor through CAST observations	Connor, Lindsey	8/15/2016	Post Conferences w/ Teachers, Informal/ Formal Observations, CAST Data	6/2/2017 weekly
G2.B2.S1.A1 A313748	Teachers will participate in ongoing professional development to meet their needs.	Connor, Lindsey	8/15/2016	Agendas, PDF sign-in logs	6/2/2017 biweekly
G3.B1.S1.MA1 M324044	Monitoring Professional Development participation	Connor, Lindsey	8/15/2016	PLC Agendas, Sign-in sheets/ERO data	6/2/2017 biweekly
G3.B1.S1.MA1 M324045	Weekly classroom observations	Connor, Lindsey	8/15/2016	Classroom observation data, lesson plans, teacher made test data, i-Ready/ Achieve data	6/2/2017 weekly
G3.B1.S1.A1 A313749	Teachers will participate in weekly collaborative planning.	Connor, Lindsey	8/15/2016	Weekly agendas, tiered lesson plans and assessments	6/2/2017 weekly
G3.B1.S1.A2 A313750	Grade-level teachers will plan common lessons and assessments in common planning weekly.	Connor, Lindsey	8/15/2016	Lesson plans, common assessments, classroom observation data	6/2/2017 weekly
G3.B2.S1.MA1 M324046	Progress monitoring of students performance on i-Ready and Achieve 3000	Jenkins, Jacquelyn	8/15/2016	Reports (iReady, Achieve 3000)	6/2/2017 biweekly
G3.B2.S1.MA1 M324047	Monitor iReady and Achieve 3000 usage and growth reports.	Jenkins, Jacquelyn	8/15/2016	iReady and Achieve 3000 usage and growth reports	6/2/2017 biweekly
G3.B2.S1.A1 A313751	Differentiated professional learning opportunities	Jenkins, Jacquelyn	8/15/2016	Professional development sign-in logs, teachers using reports, small group lesson plans	6/2/2017 biweekly

V. Professional Development Opportunities

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

G1. If teachers consistently use data to implement rigorous differentiated learning opportunities, while providing instruction in small groups across all content areas, then learning gains will increase for diverse learners.

G1.B1 More time spent teaching whole group instruction instead of differentiated, small group instruction

G1.B1.S1 Common planning time used to support teachers in disaggregating data and planning for small groups.

PD Opportunity 1

Collaborative planning with coaches and administration that focuses on using data to create small groups for teacher-led centers and differentiation.

Facilitator

Instructional coaches and administration

Participants

Grade-level Teachers

Schedule

On 6/2/2017

G2. If all stakeholders continuously articulate a shared vision of collaboration to achieve a positive learning environment, then student achievement will increase.

G2.B1 Inconsistent implementation of rituals and routines school-wide/classroom

G2.B1.S1 Ensure all teachers are properly implementing CHAMPs and HERO Behavior Program

PD Opportunity 1

Teachers will receive ongoing feedback on implementation of CHAMPs and HERO Behavior System

Facilitator

HERO Representative, Administration

Participants

Teachers, Support Staff

Schedule

Weekly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Students will participate in quarterly assemblies to understand school-wide expectations.

Facilitator

Administrtaion

Participants

Students, Teachers & Support Staff

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

G2.B2 Novice Teachers lacking effective classroom management strategies

G2.B2.S1 Teachers will receive all necessary professional development and resources to better establish a positive teaching experience and success within their classroom.

PD Opportunity 1

Teachers will participate in ongoing professional development to meet their needs.

Facilitator

Various

Participants

Teachers, Support Staff

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

G3. If teachers regularly engage in tiered professional learning based on individual needs, then effective instruction will yield increased student gains.

G3.B1 Grade-level teachers not meeting consistently during common planning

G3.B1.S1 Teachers will meet weekly in collaborative planning sessions with instructional coaches.

PD Opportunity 1

Teachers will participate in weekly collaborative planning.

Facilitator

Instructional Coaches

Participants

Teachers and Administration

Schedule

Weekly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Grade-level teachers will plan common lessons and assessments in common planning weekly.

Facilitator

Instructional Coaches and Administration

Participants

Teachers and Administration

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G3.B2 Novice teachers with limited classroom strategies

G3.B2.S1 Teachers will monitor student usage reports weekly.

PD Opportunity 1

Differentiated professional learning opportunities

Facilitator

Instructional Coaches

Participants

Teachers, administrators

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

G3.B2 Novice teachers with limited classroom strategies

G3.B2.S1 Teachers will monitor student usage reports weekly.

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Collaborative planning with coaches and administration that focuses on using data to create small groups for teacher-led centers and differentiation.	$0.00
2	G1.B2.S1.A1	Use of whole-group, small group and one-one student counseling support	$0.00
3	G1.B2.S1.A2	Differentiated, small group instruction in content areas that focuses on individual needs of students	$0.00
4	G2.B1.S1.A1	Teachers will receive ongoing feedback on implementation of CHAMPs and HERO Behavior System	$0.00
5	G2.B1.S1.A2	Students will participate in quarterly assemblies to understand school-wide expectations.	$0.00
6	G2.B2.S1.A1	Teachers will participate in ongoing professional development to meet their needs.	$0.00
7	G3.B1.S1.A1	Teachers will participate in weekly collaborative planning.	$0.00
8	G3.B1.S1.A2	Grade-level teachers will plan common lessons and assessments in common planning weekly.	$0.00
9	G3.B2.S1.A1	Differentiated professional learning opportunities	$0.00
		Total:	$0.00