

Duval County Public Schools

Pine Estates Elementary School



2016-17 Schoolwide Improvement Plan

Pine Estates Elementary School

10741 PINE ESTATES RD E, Jacksonville, FL 32218

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

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 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 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | D* | D | D |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

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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 Pine Estates Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - Cassandra Brusca | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission

Pine Estates Elementary School, in partnership with families and the community, will provide quality educational opportunities that will inspire students to learn while motivating them to become life long learners.

b. Provide the school's vision statement.

Vision

The faculty and staff at Pine Estates Elementary School are committed to providing a safe and nurturing environment where all students can meet or exceed academic standards.

2. School Environment

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

Pine Estates Elementary School utilizes team building activities, modeling of collaborative learning protocols, the District Instructional Framework and Gradual Release Model to build relationships between teachers and students. Teachers implement scaffolded instruction that incorporates real world applications and learning experiences. This framework creates an environment where the teacher and students are able to build a collaborative learning environment where students share their ideas and cultural experiences.

In addition, students participate in an annual TNTP survey that provides detailed information related to our school culture and climate. Administrators and teachers conduct an analysis of the survey data and develop strategies to identify next steps to strengthen relationships between students and teachers.

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

School Emergency Plan and Response Team:

To ensure the safety of the faculty, staff and students, an Emergency Plan was developed collaboratively with support from the DCPS Healthy Schools Office, Leadership Team, and the Shared Decision Making Team. The Emergency Plan outlines specific procedures during Code Red and Yellow Emergencies such as intruders, fires, tornados, natural disasters, and/or any emergency situation. The DECON radio system and School Emergency Response Team (SERT) are activated in event of emergencies. Faculty and staff members are trained annually on emergency procedures and drills are conducted throughout school year.

A School-wide Discipline Plan is followed to establish an orderly environment and outline guidelines for active supervision. The plan is aligned with Foundations/CHAMPS strategies and incorporates school-wide expectations for each common area. Individual classrooms also utilize a color code system to support positive behavior strategies. A DCPS Resource Officer actively monitors the perimeter of the school and follows procedures to ensure the safety of students and faculty members. Staff members are trained in Champs and Foundations which teaches classroom management and positive interactions with teachers and students. The Foundations Team meets to discuss, review and

identify solutions to safety concerns. The Shared Decision Making Team works closely with the Leadership Team to implement policies related to safety. Other safety measures include maintaining a surveillance camera at the entrance of the school, requiring visitors to sign in and out at the main office, requiring adult supervision of students, and conducting screenings of volunteers through the Florida Sexual Predator Database.

Our school creates an environment where students feel safe and respected before, during, and after school by implementing the following programs and activities:

Bully Prevention:

Our school counselor and classroom teachers utilize the Second Step curriculum to provide students with strategies on effective communication and interaction with their peers. Administrators follow district procedures on bully prevention to ensure a positive school culture and bully free environment.

Student of the Month/Character Education:

Our school counselor provides character education to whole group and individual students throughout the school year. Each month, a Character Trait is introduced and highlighted on our Character Counts bulletin board. A Student of the Month celebration is held monthly to recognize students who exhibit outstanding character. The Remarkable Roadrunner Celebration is also held monthly to recognize students who exhibit outstanding character. The guidance counselor also provides teachers and students with additional support and resources to assist with implementing monthly character traits.

Road Runner Reward Program/Incentives:

The Road Runner Reward Program is directly aligned with our monthly Character Traits. Students receive Road Runner Bucks through exemplifying positive behavior and exceptional character. Bi-weekly, students are provided with an opportunity to visit the Road Runner store to select various rewards using their Road Runner Bucks.

Active Supervision of Common Areas:

As a way to build positive relationships with students, faculty and staff members consistently greet students as they arrive to school and actively monitor and supervise all common areas before and after school.

Red Ribbon Week

Pine Estates Elementary implements activities during Red Ribbon Week that support prevention of violence and the use of alcohol, tobacco, and drugs. This activity helps to foster a safe, drug free learning environment that supports student growth and achievement.

Climate and Foundations Surveys:

Each year, students and teachers participate in the Climate and Foundations Surveys. The surveys of stakeholders are utilized to analyze trend data such as attendance, discipline referrals, and incident reports to increase school safety. Common Area Assessments are also utilized in order to develop an implementation plan and provide a safe and civil school environment. Team members work to align the School-Wide Discipline Plan with the strategies from the Foundations program. Team members also assist with in-service training for the faculty and staff members during Early Release Days.

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.

CHAMPS and Foundations strategies are implemented by classroom teachers during daily instruction in order to minimize distractions and maintain student engagement. New and novice teachers

participate in professional development on the implementation of CHAMPS strategies. Our school counselor and leadership team members serve as CHAMPS trainers and provide modeling and support to teachers throughout the school year. School-wide Rituals and Routines are also implemented and posted in common areas that include the cafeteria, playground, restrooms, and hallways. Students are oriented to these expectations during quarterly school-wide assemblies.

In addition, Collaborative Learning Strategies are also utilized to motivate students and increase the level of student engagement during instructional activities. The Collaborative Learning Strategies are posted within classrooms, incorporated within lesson plans and included as a part of the daily instructional delivery.

Our School-wide Rituals and Routines are directly aligned to the DCPS Code of Conduct. Teachers and students are provided with an orientation on the Code of Conduct which includes an overview of the levels of violations, teacher and student expectations and consequences for each violation. Administrators work with teachers and students to reinforce established protocols and maintains clear behavioral expectations.

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.

Pine Estates Elementary School employs a full-time school counselor to provide students access to a wide range of resources and support. Our school counselor facilitates the Learning for Life and Character Education programs, conducts small group counseling, conflict resolution, and assists teachers with Response to Intervention (RTI) to identify students who are struggling academically and behaviorally.

The school counselor also facilitates the Student of the Month program and provides training for teachers on strategies from the DCPS Alert training to assist teachers and parents with behavior, emotional and academic monitoring of identified students. The guidance counselor also works with the Full Service Schools and other outside agencies for additional counseling and assistance.

3. Early Warning Systems

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

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

The Early Warning System at Pine Estates Elementary School includes the following:

Suspensions: Students who receive 3 or more referrals that result in ISSP and or Out of School Suspension. Data sources that will be utilized include: Fous reports and documentation of disciplinary referrals.

Attendance/Chronic Absences: Students who are absent 5 or more days within a month and 10 or more days in a nine weeks. This will include both excused and unexcused absences. Data sources that will be utilized include: Focus Attendance Reports, Daily Attendance, Logs, and Student Check Early Check Out Logs

Course Failure in Reading and Mathematics: Students who score at a Level 1 or 2 on the FSA and/or fall below grade level will receive targeted support and interventions in reading and math. Data sources that will be considered include: i-Ready and Achieve Diagnostic Assessments (Reading and Math), Progress Monitoring Assessment Data (PMA's), DRA, DAR, Quarterly Progress Reports and Report Cards

Students who fall in the categories listed above will receive on-going progress monitoring that will include Response to Intervention (RTI) strategies and the development of a Progress Monitoring Plan (PMP).

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 1 | 5 | 7 | 4 | 7 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| One or more suspensions | 0 | 3 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in ELA or Math | 3 | 1 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 4 | 10 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |

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

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

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

Student Attendance:

Teachers will use the Focus System to monitor and input daily attendance. Administrators will monitor daily attendance and work with teachers and the guidance counselor to identify students who are chronically absent and or tardy to school. Parents will be notified of daily absences utilizing the School Messenger System.

The CRT Operator will monitor daily attendance and provide support for novice teachers on procedures for completing daily attendance. The School Messenger System will be used to notify parents when students are absent from school. The guidance counselor and CRT Operator will collaborate with the District Attendance Officer and review monthly attendance reports and identify students who exhibit chronic absences. Parents will be contacted in order to schedule an Attendance (AIT) meeting.

Student Suspensions:

Teachers will implement CHAMPS strategies and School-wide Rituals and Routines with fidelity. These strategies will be implemented to assist teachers with classroom management and daily routines.

The School Counselor will promote Character Education and utilize the Step Up to Bullying Curriculum bi-weekly to maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly during our Student of the Month Celebration. Strategies from CHAMPS and RTI will be utilized school-wide to provide a safe and civil school environment. A continuum of actions aligned with the DCPS Code of Conduct will be utilized to reduce suspensions by implementing Positive Behavior Interventions and Support along with Restorative Practices. The Foundations Team will meet during monthly meetings to review referral data based upon occurrences in common areas, classrooms, and grade levels. School-wide rituals and routines and strategies will be developed to monitor and increase active supervision as a way to reduce Code of Conduct violations and incidents that may

result in referrals. Quarterly school-wide assemblies will be held by administrators to reinforce expectations and rituals and routines. A Guidance Referral will be utilized to refer students for group counseling and mediation. Faculty members will actively supervise students in common areas, during morning arrival and dismissal.

Course Failure in Reading and Math:

Teachers will develop a Progress Monitoring Plan for all students who score at a Level 1 or 2 on the Reading/Math Florida State Assessment and or are in jeopardy of failing. A parent/teacher conference will be initiated to develop goals and strategies to support students. The plan will be uploaded into the SEAS Achieve Data Management System. Goals and strategies will be reviewed each quarter. Students who are not responding to the Core instruction will be referred to the Response to Intervention Team (RTI). The RTI Team will support teachers and provide assistance with the implementation of Tier II and III instructional strategies and remediation, and analysis of data. Parents will participate in the development of the RTI goals and Tier II/III strategies. Students who are in need of Tier III interventions will be referred to the Multidisciplinary Team for further support. Teachers, coaches, interventionist, and administrators will consistently analyze and review PMA, DAR, i-Ready Diagnostic, Achieve data to assess students progress and identify next steps for improvement. All students who are in jeopardy of failing reading and or math will receive an additional 30 minutes of daily support from our Safety Net Team Members in reading and or math.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309802>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Pine Estates Elementary School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support our school and student achievement by implementing the following:

School Advisory Council (SAC) meets a minimum of 8 times per year to assist with the preparation and evaluation of the School Improvement Plan, Parent Involvement Plan, and Parent Compact. Our School Advisory Council consists of representatives from the following areas: Community/Business, Parents, Educational Support, Teachers, SAC and the Principal. SAC members recommend various support services and activities to the principal. In addition, SAC participates in the review of student performance data, causes of performance, and next steps to improve student achievement.

An Annual Stakeholder's meeting is held each year to engage parents, community members, business partners and faculty members in a discussion related to our school purpose, academic progress and next steps for school improvement.

A part-time Parent Liaison works closely with administrators to provide parents with resources, materials and information on a variety of skills and strategies to enhance student learning and increase parental involvement. Throughout the year, the Parent Liaison, faculty and staff members work along with the Title I Office to provide a series of Parental Involvement Workshops and Professional Development for parents in the areas of reading, writing, math and science. Activities include: PTA, Family Learning Nights, Doughnuts for Dads, Muffins for Moms, Goodies for Grannies, Reading Make and Take, Science Night and Parent Conference Night. A parent resource center is available to all parents to access the Grade Portal, check out academic resources and obtain information related to district and school events and services.

During our Annual Title I Parent Involvement Meeting, parents are invited to discuss revisions to our Vision and Mission, Parent Compact Agreement as well as Parent Involvement activities such as Reading and Math Make and Takes, Parent Night programs and workshops that encourage a connection between school and home.

Volunteers are a vital part of student success at Pine Estates Elementary School. Our goal is to continue to increase the number of volunteers who support our school each year. Our faculty and staff members work hand and hand with the the District Community Engagement Office to encourage interested parents and citizens to join us in our mission to provide every student with a high quality education.

Pine Estates Elementary School also seeks to partner with local businesses as a way to increase student achievement and build positive relationships with stakeholder's in the community.

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 |
|--------------------|---------------------|
| Quarles, Michelle | Principal |
| Hill, LaSha | Assistant Principal |
| Washington, Teri | Instructional Coach |
| Hugger, Porsha | School Counselor |
| Diggett, Cynthia | Teacher, K-12 |
| McConnell, Patrice | Teacher, K-12 |
| Holsey, Angel | Teacher, K-12 |
| Atwater, Taneshia | Teacher, K-12 |
| Carniewski, Kara | Teacher, K-12 |

b. Duties

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

Michelle Quarles, Principal: Provides a common vision for the use of data based decision-making; ensures that the school-based team is implementing a Multi-Tiered System of Supports and RTI; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.

La'Sha Hill, Assistant Principal: Supports a common vision for the use of data based decision-making; monitors the school-based team to ensure that a Multi-Tiered System of Supports and RTI is implemented; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.

TBA, Reading Coach: Develops and leads the core reading instruction by identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Collaborates with teachers to develop assessments, analyze data, and identify strategies to deliver Tier 2/3 instruction/interventions. Provides professional development to assist teachers with integrating Tier 1 materials/instruction and monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Teri Washington, Math Coach: Develops and leads the core math instruction by identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Collaborates with teachers to develop assessments, analyze data, and identify strategies to deliver Tier 2/3 instruction/interventions. Provides professional development to assist teachers with integrating Tier 1 materials/instruction and monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and interventions.

Angel Holsey, - Reading Interventionist – Provides explicit instructional support in the area of reading for students falling within the Bottom Quartile or scoring a level 1 or 2 on the FCAT Reading Assessment through the following: pushing-in to classes, facilitating small group/guided reading instruction, and pull-out instruction to provide an additional 30 minutes of daily remediation in reading. The Reading Interventionist will work to increase proficiency and achievement with students not meeting mastery in reading.

Cynthia Diggett - K-2 Reading Interventionist – Provides explicit instructional support in the area of reading for K-2 students falling below grade level on the i-Ready Reading Diagnostic Assessment through the following: pushing-in to classes, facilitating small group/guided reading instruction, and pull-out instruction to provide an additional 30 minutes of daily remediation in reading. The Reading Interventionist will work to increase proficiency and achievement with students not meeting mastery in reading.

Kara Carniewski I- V. E. Resource Teacher - Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instructions; and collaborates with general education teachers through such activities as co-teaching, facilitation and consultation.

Porsha Hugger, School Counselor - Provides quality services and expertise on issues ranging from community agencies to schools and families to support the child's academic, emotional, behavioral,

and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

Taneshia Atwater, Science Lead Teacher- Leads the core science instruction by utilizing scientifically based curriculum and best practices to support and strengthen inquiry based and hands-on learning. Collaborates with K-5 teachers to identify resources, instructional strategies, and next steps to support the implementation of engaging science lessons.

Patrice McConnell, ELA Lead Teacher - ELA Lead Teacher - Serves as a model ELA teacher and leader for the Literacy Leadership Team. Collaborates with K-5 teachers and administrators to enhance literacy, identify resources, instructional strategies, and next steps to promote literacy activities throughout the school.

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.

In order to meet the needs of all students and maximize desired student outcomes, our school implements the following:

Each year, our school participates in a Shared Decision Making process that includes input from Stakeholders such as teachers, parents, business and faith based partners. During this process, Stakeholders provide input on the allocation of funding, services, programs and instructional resources. Resources are monitored, inventoried, and equally distributed by administrators, instructional coaches, School Technology Contact, and Textbook Manager. Inventory checks are conducted throughout the year to ensure that resources are effectively maintained.

The MTSS/RTI Leadership Team of Pine Estates utilizes the following processes to monitor the implementation of the MTSS and SIP: MTSS/RTI Team members will consistently attend all district RtI training; The team facilitates professional development and shares interventions strategies with school faculty and staff on RTI practices; Our team members collaborate with District Instructional Specialists to allocate resources to support core and small group instructional needs; The MTSS/RTI Team members utilizes the problem solving method to probe for causation, analyze and disaggregate school wide student performance data, and identify next steps for improvement by grade level and individual students; Monitor the implementation of the three-tiered Response to Intervention model in our school; Assess school needs for classroom teachers, V. E. Resource, coaches, interventionist and support staff based upon the individual needs of students, class size and the School Based Allocation Model.

The team meets regularly to engage in the following activities: review baseline, blended learning assessments, Mid/End of Module Assessments, and quarterly district assessments to guide instructional decisions and next steps for improvement; 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 data and/or observations, the team will identify professional development needs and resources. The team will also collaborate as needed, 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.

In addition to the oversight work of the MTSS/RTI Leadership Team, other building instructional

teams such as Professional Learning Communities (PLC's), grade level teams will carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

Identifying and analyzing systematic patterns of student need, identifying appropriate evidence-based differentiation and intervention strategies, implementing and overseeing progress monitoring, analyzing progress monitoring data and determining next steps

Title I, Part A

Reading Coach: (Title I): Our school's Reading Coach facilitates and provides professional development, and coach for teachers utilizing a standards-based curriculum. Best practices are implemented through modeled lessons and classrooms, professional development, and coaching. An Intensive Remediation and Safety Net Plan are implemented for grades K – 5 to support lower performing students on the FSA and District Progress Monitoring Assessments.

Math Coach: (Title I): Our school's Math Coach facilitates and provides professional development, and coach for teachers utilizing a standards-based curriculum. Best practices are implemented through modeled lessons and classrooms, professional development, and coaching. An Intensive Remediation and Safety Net Plan are implemented for grades K – 5 to support lower performing students on the FSA and District Progress Monitoring Assessments.

Math Interventionist: (Title I): The Math Interventionist collaborates with classroom teachers, coaches and administrators by analyzing and disaggregating data and utilizing Insight/Inform, Instructional Focus Assessments(IF), PMA'S, and I-Ready to implement and guide small group instruction.

Reading Interventionist (Title I): The Reading Interventionist collaborates with classroom teachers, coaches and administrators by analyzing and disaggregating data and utilizing Insight/Inform, Instructional Focus Assessments (IF), PMA'S, DAR, DRA, and Bartons Reading and Spelling Program to implement and guide small group instruction.

Parental Involvement: (Title I): A part-time Parent Liaison works with administrators and coaches to provide parents with resources, materials and information on a variety of skills and strategies to enhance student learning and increase parental involvement. Throughout the year, the Parent Liaison, faculty and staff members work along with the Title I Office to provide a series of Parental Involvement Workshops and Professional Development for parents in the areas of reading, writing, math and science.

Supplemental Academic Instruction (SAI): SAI funds are used to provide remediation to all students who score at level 1 or 2 on the FCAT and or fall below grade level. Remediation and support is provided during our before-school, after-school and Saturday School tutoring programs. The goal is to reinforce test taking skills and strategies for 3rd, 4th, and 5th grade students.

Nutrition Programs: All students have the opportunity to eat breakfast at the beginning of the instructional day. This is a free Federal funded program for Title I Schools. All students have the opportunity to eat lunch free. This is a free Federal funded program for Title I Schools.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Michelle Quarles | Principal |
| Cynthia Diggett | Teacher |
| Michael Gant | Business/Community |
| Nydia Casas | Parent |
| Michann Jones | Parent |
| Gail Engram | Education Support Employee |
| Bernice Moss | Business/Community |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

At the beginning of each school year, the principal meets with the School Advisory Council (SAC) and conducts a State of the School presentation. The presentation provides an overview and analysis of our academic progress and school grade that is aligned with the Florida Department of Education School Accountability Report. The presentation focuses on the the following areas:

1. Overview of the school grade
2. Student meeting high standards in reading, math, writing and science
3. Student making learning gains in reading and math
4. Students in the Lowest Quartile making learning gains in reading and math

SAC Members participate in evaluating the School Improvement Plan goals and strategies related to the following areas:

1. Development of the strategic focus and targeted areas for improvement
2. Strategies for improvement
3. Review of the Vision and Mission
4. Focus for professional development
5. Use of the School Improvement Funding

The School Improvement Plan goals and strategies are then adjusted with input from the School Advisory Council.

b. Development of this school improvement plan

Each year, the School Advisory Council is provided the opportunity to work collaboratively with the principal and staff members to develop goals and objectives and identify strategies for school improvement. Throughout the school-year, SAC members participate in a variety of activities that are designed to monitor and adjust SIP objectives and goals as needed.

These activities include but are not limited to the following:

- Input on the development of the school budget and use of the School Improvement Funding
- Review of the FDOE School Accountability Report, School Grade, assessment data and the establishment of annual academic goals
- Participation in the Mid-Year Stakeholder's Assessment to provide input and suggested changes to the School Improvement Plan
- Participation in the analysis of the end of the year assessment data to include District and State Assessments

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

Each year, the principal works with our Shared Decision Making Team and SAC Members to discuss and review our annual school budget allocation and plan. SAC Members are provided an opportunity to share their input in the budget process and make suggestions on the use of School Improvement Funds. SAC Members work with the principal to ensure that the School Improvement Funds are allocated based upon the goals and strategies outlined within our School Improvement Plan.

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

The School Improvement funds from last year were used to support the following:

Reading Celebration:

Books of the Month:

Periodicals: Scholastic News, Story Works, etc.:

Character Education:

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|--------------------|---------------------|
| Quarles, Michelle | Principal |
| Hill, LaSha | Assistant Principal |
| Washington, Teri | Instructional Coach |
| Hugger, Porsha | School Counselor |
| Diggett, Cynthia | Teacher, K-12 |
| McConnell, Patrice | Teacher, K-12 |
| Holsey, Angel | Teacher, K-12 |

b. Duties

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

The Literacy Team will maintain a focus on the following areas during the 2016-2017 school year:

Integration of the development of the, "Whole Child" through implementing the Duval Reads Core Curriculum, Florida State Standards, The Four Pillars of Excellent Instruction (Student engagement, rigorous instruction, student understanding, and students taking ownership).

The Literacy Leadership Team will provide in-depth professional development for K-5 teachers on the Florida State Standards (FSS), Four Pillars of Excellent Instruction and implementation of small group and differentiated literacy instruction. Professional development will be implemented on Early Release Days and during weekly PLC meetings. During these sessions, teachers will gain a deeper

understanding of how to fully implement strategies to support the, "Whole Child". An emphasis will be placed on the following: the use of meta-cognitive Skills, student engagement and questioning strategies, differentiated/small group instruction, alignment of instruction with the Florida State Standards and the Four Pillars of Excellent Instruction K-5, Unpacking the FSS. Vertical Articulation, and Analyzing of student work samples and data.

Aligning Daily Reading Instruction with the Shifts in the Florida State Standards

The Literacy Leadership Team will provide in-depth professional development for K-5 teachers on reading foundational skills, close reading and use of complex texts. Teachers will utilize the District Curriculum Guides and supplemental resources to model meta-cognitive strategies, facilitate novel studies and introduce literature circles. Students in grades K-5 will also develop skills to compose informational texts across all content areas, develop opinions and utilize evidence from the text to support answers.

Literacy Leadership Team members will work with teachers to ensure that students are provided with opportunities to consistently read in order to build stamina, increase fluency rates and increase comprehension skills. Team members will provide professional development for literacy instruction emphasizing best practices and instructional strategies that promote reading. As a way to further integrate reading across all content areas, team members will monitor the implementation of the use of strategies that support meta-cognition, the Book of the Month activities, One Million Word Campaign, Reading Celebrations, and Parent Workshops that provide information related to reading strategies" to help parents to encourage their child to read.

D. Public and Collaborative Teaching

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

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

Pine Estates Elementary School is committed to building a positive school culture between teachers that is based upon shared beliefs and values about teaching and learning. Our schools leadership has established a system of authentic and meaningful ways to build positive relationships while sustaining collaborative planning and instruction between teachers. The following strategies are implemented:

Collaborative Learning Strategies and Instructional Protocols: Collaborative learning strategies and instructional protocols are utilized as a way to build collegiality and strengthen communication and positive relationships among faculty and staff members. During professional development sessions, teachers are exposed to activities that are catered to adult learners. A variety of interactive activities are utilized to increase the social interaction and familiarity among staff members.

Community Agreements/Norms of Collaboration: Community Agreements and Norms of Collaboration are used to establish standards of acceptable and proper behavior during professional development sessions and common planning meetings. Faculty members work collaboratively to develop community agreements and select one of the Seven Norms of Collaboration as a focus for each professional development session.

Our school provides teachers with a variety of opportunities to collaboratively plan and develop lessons that are aligned with our District Instructional Framework and Florida State Standards. These collaborative opportunities include: Coaching Cycles, Grade Level Common Planning Meetings, Weekly Professional Learning Community (PLC) Meetings, Mentoring and Induction of Novice Teachers (MINT), Early Release Day Professional Development Sessions, Collegial Observations, Shared Decision Meetings, and Leadership Team Meetings.

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

Each year, Pine Estates Elementary School works in conjunction with the DCPS Human Resource Staffing and Certification departments to identify and hire highly qualified teachers. The NeoGov teacher application system is utilized to access a data base of qualified candidates. New teachers are also recruited from the Teach For America program. Pre-interns are selected from college based programs (University of North Florida, FCCJ) to train at our school during fall and spring internships. Upon graduating, qualified candidates from the college based programs are recruited and hired. The selection and recruitment of teachers is based upon the needs of our school and student/teacher ratios as reflected in our Spring/Fall FTE and Budget Allocation.

In order to ensure the success of all new teachers, DCPS provides training and professional development through the Mentoring and Induction for Novice Teachers (MINT) program. At the beginning of each year, new teachers and staff members are required to participate in District orientation programs as well as the MINT Program. The Mentoring and Induction for Novice Teachers program is designed to meet the individual professional development needs of each teacher based upon their experience. As a part of MINT, teachers are provided an opportunity to develop an Individual Professional Development Plan (IPDP) based on their college certification and experience. Each first year teacher is provided with a mentor to assist with the development of their action plan, collegial observations and support during the school year.

As a way to retain highly qualified teachers and staff; in-service training is provided through Professional Learning Community meetings and during Early Release Day professional development sessions. District Specialist and school based coaches assist teachers with collaborative planning, accessing resources and support with instructional delivery. Professional development goals and objectives are directly correlated with our School Improvement Plan and is reviewed during weekly Leadership Team Meetings. Leadership conducts formal and informal observations, reviews lesson plans regularly, and also conducts periodic focus walks. In addition, teachers are provided feedback and support through the Collaborative Assessment System for Teachers (CAST).

As a part of the Collaborative Assessment System for Teachers (CAST), teachers are required to develop and implement an Individual Professional Development Plan (IPDP). This plan is utilized by teachers utilize to establish professional development goals and objectives that are aligned with specific performance data of students in which the teacher is assigned. The teacher works with coaches, district specialists and administrators to receive on-going professional development aligned to their IPDP.

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

All first year/novice teachers are required to participate in and complete all components of the DCPS'S MINT (Mentoring and Introduction for Novice Teachers) Program. Novice teachers and their Mentors will meet weekly to discuss evidence-based strategies for each domain of the teacher evaluation. The mentor is given time to observe the new teachers. Time is also provided for the new teacher to receive feedback and coaching from their mentor teacher. The mentor and new teacher will establish time to plan lessons based upon feedback from collegial observations. Instructional Coaches will also model lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies. Mentor and teachers meet monthly with the PDF and principal to review progress and reflect on professional learning.

Expert teachers collaborate with instructional coaches and District Specialists to support new teachers through Coaching Learning Cycles, modeled lessons and co-teaching in order to improve student engagement, lesson planning and instructional delivery. New teachers participate in the district-sponsored workshops on classroom management, curriculum and instruction. The principal, mentor and

District Cadre also provides assistance and support through formal and informal observations and modeling where teachers receive formative feedback and targeted coaching. Instructional support is individualized and aligned with the new teacher Individual Professional Development Plans.

Many variables are considered when assigning inn mentors and new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation.

Other considerations include:

Subject/grade level, certification, disposition/interpersonal skills, common planning, and level of expertise.

Eva Clowers, (Mentor)

Jo'D Garrison (MINT Teacher)

Ms. Garrison is a second year teacher with DCPS and has over five years of experience in Elementary Education. Ms. Clowers is an experienced teacher with over 30 years of experience in Elementary Education. She serves as a supervising teacher to pre-interns from Florida State College. Her extensive knowledge in K-6 education will assist Ms. Garrison in gaining the necessary skills and knowledge needed to be an effective teacher. .

Teri Washington, (Mentor)

Sabrina Durham-Burns (MINT)

Ms. Burns is a second year teacher. Ms. Washington has over 9 years of experience in elementary education. Her knowledge of the intermediate grade levels, specifically math will assist Ms. Burns in gaining the necessary skills needed to become an effective teacher. She is currently serving as the Math Coach for grades K-5.

Cynthia Diggett, (Mentor)

Ashlee Witherspoon, (MINT)

Ms. Witherspoon is a first year art teacher. Ms. Diggett is an experienced primary grades teacher with over 29 years of experience in Elementary Education. She has experience as the Professional Development Facilitator and currently serves as the K-2 Reading Interventionist.

Brittany Coant, (Mentor)

Stephanie French, (MINT)

Ms. French is a first year second grade teacher. Ms. Coant is an experienced primary grades teacher with 4 years of experience in Elementary Education. She currently serves at the Professional Development Facilitator. (PDF)

Patrice McConnell, (Mentor)

Kimberly Connahey, (MINT)

Ms. Connahey is a first year Pre-K teacher with DCPS and has over 12 years of experience in education. Ms. McConnell is an experienced intermediate teacher with over 17 years of experience in Elementary Education. She has also served in the role of Reading Coach and Literacy Team Member.

Angel Holsey, (Mentor)

Rebecca Jones, (MINT)

Ms. Jones is a first year third grade teacher. Ms. Holsey is an experienced intermediate teacher with 4 years of experience in Elementary Education. She is currently serving as the 3rd - 5th grade Reading Interventionist.

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.

Our school ensures that the instructional time along with material and physical resources are aligned to Florida State Standards. Classroom and course schedules are directly aligned to the State of Florida Course Code Directory, Florida State Standards, and Duval County Public Schools Instructional Framework for Learning.

Each year, administrators and teachers are identified to participate in a review of instructional materials that are aligned with Florida State Standards. All curriculum and instructional materials are then vetted and a list of resources are identified and approved to utilize during the core instruction.

A team of curriculum writers that consist of teachers, administrators, and district specialists meets yearly to develop the DCPS Curriculum Guides and Assessments that are aligned with the Florida State Standards and Course Code expectations at each grade level. Instructional materials and resources are adjusted as needed to ensure that students are engaged in rigorous learning activities that are aligned to the Florida State Standards.

Our school also provides equitable opportunities to attain challenging learning experiences that are directly aligned with the DCPS Pupil Progression Plan. the Pupil Progression Plan is reviewed and modified each year by selected teachers and administrators. Teachers are provided with clearly defined grading criteria that represents the attainment of content knowledge and skills are that are consistent across all grade levels. To ensure that core instructional programs are consistent, our school utilizes a Uniform Content Area Grading Scale that is developed with the support of administrators and teachers.

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.

During weekly PLC Meetings, curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. This data is compiled and posted in the "Data Room", where weekly Professional Learning Community meetings take place. Teachers utilize data from the District Curriculum Guide

Assessments, Achieve 3000, DRA, DAR, and I Ready to design, implement, and evaluate Instructional Focus Calendars and whole group lessons. Data is further used to differentiate and provide small group instruction in addition to Tier II and Tier III interventions based on the needs of individual students.

Leadership Team members also disaggregate student data and develop spreadsheets outlining student performance. School based coaches and teachers then identify patterns in the data to provide prescriptive instruction. Administrators monitor the implementation of assessment data and small group instruction during daily focus walks, informal and formal observations. Feedback is provided to teachers utilizing the Collaborative Assessment System for Teachers (CAST) Post Conference Meetings.

As a way to provide and coordinate learning support services to meet the unique learning needs of students, teachers receive professional development and support from our District ELL and ESE Specialists to ensure that lesson plans address second languages and accommodations for identified

students. V. E. Resource teachers work collaboratively with general education teachers to ensure that a continuum of services is provided for identified students. Teachers consistently utilize data to identify to monitor student progress, assess learning needs and provide differentiated and small group instruction for all students.

Students who score at a Level 1 or 2 on the Florida State Assessment in reading and math and or fall below grade level receive an additional 30 minutes of instruction that is differentiated to meet the individual needs of students. Our School-wide Safety Net team pushes in to classes to support the needs of identified students.

In addition, our school provides additional opportunities through before and after school tutoring and Saturday School. During these sessions, students receive small group and differentiated instruction that is aligned to their individual needs. Teachers and administrators disaggregate and utilize various sources of data that include, DRA, FSA, DAR, PMA's (Progress Monitoring Assessments), Instructional Focus Assessments, Achieve 3000, and i-Ready to develop strategic plans that outline targeted reading interventions and enrichment activities for all of our K-5 students.

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: 2,100

Science Club: Scientist of the Future is an after school club for 4th and 5th grade students. It is designed to build and strengthen students knowledge of the scientific process and inquiry based learning. Students explore with hands-on activities that showcase a variety of scientific concepts that are based on the state standards.

Strategy Rationale

The Science Club will serve as a vehicle to enrich student experiences with the scientific thinking process and hands-on explorations. Students are encouraged to explore these opportunities and to participate during weekly sessions. These activities help to enhance academic growth, build leadership skills, strengthen critical thinking, and cultivate a positive school culture.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Quarles, Michelle, quarlesm@duvalschools.org

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

Teachers will utilize data from weekly attendance, Interactive Journals, Performance Matters, State Assessments, Instructional Focus Assessments, District Curriculum Guide assessments to identify next steps for instruction and targeted support.

Strategy: After School Program

Minutes added to school year: 4,440

Students will be provided with the opportunity to participate in an after school dance and chorus program. This program will build and strengthen students knowledge of the arts through music appreciation and dance. Learning activities are aligned with the Florida State Standards and our School Choice Theme, "STEAM Academy". Throughout the school year, students participate in performances to showcase their talent and skills.

Strategy Rationale

The dance and chorus program will serve as a support of our School Choice STEAM Academy to enrich student experiences with the arts and science. Students are encouraged to explore these opportunities and to participate during weekly sessions. These activities help to enhance academic growth, build leadership skills, strengthen critical thinking, and cultivate a positive school culture.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hill, LaSha, carterl2@duvalschools.org

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

Teachers will utilize data from weekly attendance, Performance Matters, i-Ready, Achieve, State Assessments, Instructional Focus Assessments, District Curriculum Guide assessments to determine the impact on student performance.

Strategy: After School Program

Minutes added to school year: 1,080

Students will be provided with the opportunity to enroll in the Saturday School Program as an addition support and instructional safety net. Students will participate in the Saturday School Program for a minimum of six weeks that includes 3 hours of instruction during each Saturday session.

Strategy Rationale

The Saturday School Program is designed to provide students with remediation and/or enrichment in reading, writing, math, and science. Learning activities are also aligned with the Florida State Standards and District Instructional Framework and will provide students with the strategies and skills needed to show one year of academic growth.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hill, LaSha, carterl2@duvalschools.org

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

Teachers will utilize data from the i-Ready, Achieve 3000, DRA, DAR, and Instructional Focus Assessments to identify strengths, weaknesses, and next steps for instruction.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Pine Estates Elementary School works closely with area day care centers, VPK, and Pre-k programs to successfully transition students into Kindergarten. Incoming students are provided with an opportunity to tour the school and collaborate with teachers as they prepare to transition students.

Within the first 30 days of enrollment, kindergarten students are given the Florida Kindergarten Readiness Assessment (FLKRS) which is designed to provide for the screening of each child's readiness for Kindergarten. (Letter Naming Fluency and Initial Sound Fluency) The results from this assessment are used to group students for differentiated instruction and to provide intensive intervention.

To ensure the success of our outgoing students, our school works in conjunction with Highlands Middle School which serves as our feeder school. Each year, the school counselors from both schools meet with students to facilitate a career planning session and orientation to the middle school setting.

In addition, our School Choice Theme, "STEAM Academy" is directly aligned with both our middle and high school feeder school course offerings. This alignment provides opportunities for students to continue to participate in programs that provide unique experiences that will ultimately lead to college and career readiness.

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. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

Areas of Strength Include:

An increase in our overall school grade from a D to a C.

A 13 point increase from 38% to 51% in the percentage of points received for School Accountability during the 2015-2016 school year.

An increase of 3 points from 32% - 35% in Language Arts during the 2015-2015 school year.

An increase of 5 points from 42% to 47% in Mathematics during the 2015-2016 school year.

Significant learning gains in the lowest 25% (69%) in Mathematics during the 2015-2016 school year.

Significant learning gains (60%) of the lowest 25% in Mathematics during the 2015-2016 school year.

Moderate learning gains in the lowest 25% (57%) in Language Arts during the 2015-2016 school year.

Moderate learning gain (53%) in Language Arts during the 2015-2016 school year.

Areas of Need Include:

Science showed a significant decrease of 9 points from 41% to 32% during the 2015-2016 school year.

There is a need to increase the level of fifth grade students who are proficient in science.

Our greatest opportunities to increase student performance exists within the Language Arts Lowest 25%, Mathematics Gains, and Science Proficiency. There was an average of 3.07 points missed per student in Language Arts. There was an average of 2.57 points missed per student in Mathematics. There was an average of 1.55 points missed per student in Science.

B. Problem Analysis Summary

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

The following steps were utilized as a way to problem solve and analyze student performance data.

1. State of the School Address with faculty, staff, SAC, and PTA.
2. Focus groups comprised of leadership team members, Shared Decision Making Team Members, teachers, parents, and community stakeholders. During these meetings, members analyzed data to identify areas of strength, weaknesses, and next steps for improvement. The School Improvement goals and objectives were developed from these sessions.

Upon analyzing student performance indicators in the areas of language arts, mathematics, and science from the 2015-2016 school year, we identified several key factors that may have contributed to our identified areas of need. These factors include the following:

1. The need to strengthen foundational skills in reading and mathematics in primary grades K-2.
2. The need to effectively monitor student progress, implement RTI strategies and utilize data to ensure that students are making at least 1-2 years of academic growth in language arts and mathematics.
3. The need to effectively engage students in learning and utilize the Core Curriculum/Resources to effectively implement rigorous instructional activities that are aligned with the Florida State Standards and the Four Pillars of Excellent Instruction in language arts, mathematics, and science.
4. The need to strengthen science and STEAM instruction K-5 and incorporate the use of informational text across all grades and content areas.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we support the needs of the "Whole Child", through providing rigorous and differentiated instruction, integration of STEAM programs, and positive behavior strategies, then student engagement and academic achievement will increase.

Strategic Goals Detail

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

G1. If we support the needs of the "Whole Child", through providing rigorous and differentiated instruction, integration of STEAM programs, and positive behavior strategies, then student engagement and academic achievement will increase. **1a**

 G086475

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| Math Lowest 25% Gains | 70.0 |
| Math Gains | 70.0 |
| ELA/Reading Lowest 25% Gains | 60.0 |
| ELA/Reading Gains | 60.0 |

Targeted Barriers to Achieving the Goal **3**

- Teacher understanding of how to effectively monitor student progress, implement RTI strategies and utilize data to ensure that students are making at least 1-2 years of academic growth.
- Teacher understanding of how to engage students in learning and utilize the Core Curriculum/ Resources to effectively implement rigorous instructional activities that are aligned with the Florida State Standards and the Four Pillars of Excellent Instruction.
- The need to implement and maintain school-wide rituals and routines that support positive relationships and decrease the number of students in need of targeted intervention and remediation.
- Aligning the core curriculum, science benchmarks, Engineering is Elementary (EIE) Units of Study, inquiry based learning, and our School Choice STEAM academy across all grade levels.

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

- District Approved Technology: I-Ready, Seas, Achieve 3000, Penda Learning Tool
- School Safety Nets and Progress Monitoring Plans, IEP's, MRT, and RTI
- Instructional Focus Assessments, DRA, and DAR
- Weekly PLC Meeting Schedule
- Intervention Resources: Barton Reading and Spelling System and Comprehension Tool Kits, TTS, i-Ready Tool Kit, The Common Core Lesson Plan Book, Chart Sense
- Informational Texts: Scholastic News, Time Magazine, DynaMath, Super Science, Story Works
- Collaborative Learning Strategies
- Resource Journals
- Books of the Month/Response to Literature
- Mathematical Practices
- Math Manipulatives
- Metacognitive Strategies
- Foundations/CHAMPS/PBIS Plan
- Response to Intervention (RTI) and MRT Agendas
- Character Education and Student of the Month Programs

- Red Ribbon Week
- Clubs: Science Club and Math Minions, Chorus, and Visual Arts
- Science Fair Materials, EIE, and STEAM and Inquiry Based Projects
- FCAT Item Specifications and Content Focus, and Florida State Standards (ELA and Math)
- STEAM Field Trips to Include: Marine Science Center, Museum of Science and History, Sea World, Cummer Museum of Arts and Gardens, Diamond D Ranch, Jacksonville Public Library, Jacksonville Symphony Orchestra, MOCA Jacksonville, Theater Works, and STAR Base, and Tree Hill, Jacksonville Zoo

Plan to Monitor Progress Toward G1. 8

Leadership Team Members, teachers and SAC Members will analyze data from the Instructional Focus Plans/Assessments, DRA, DAR, Achieve 3000, and I-Ready to monitor student learning gains in reading and math. Progress towards increasing teacher effectiveness with the use of the Florida State Standards, Response Mechanisms, school-wide rituals and routines, and integration of the Four Pillars of Excellent Instruction, use of data and progress monitoring to differentiated instruction will be monitored during the following activities:

School Improvement Mid-year Review.

Annual Stakeholders Meeting

Data Chats

RTI/MRT Meetings

Leadership Team Meetings

Next steps for instruction and adjustments to the School Improvement Plan goals and strategies will be made based upon student performance data.

The integration of activities that support the needs of the, "Whole Child" will also be monitored through analyzing the effectiveness of programs such as Arts Club, Science and Math Club, Chorus Programs, and the alignment of instruction with the School Choice Theme, STEAM Academy.

Person Responsible

Michelle Quarles

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Evidence of the Mid-year SIP Review and Updates, Annual Stakeholder's Assessment Meeting Agenda and Sign-In, Individual Professional Development Plan Reviews (Quarterly), Leadership Team Meeting Agendas and, Sign-In, SAC Meeting Agendas and Sign In

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we support the needs of the "Whole Child", through providing rigorous and differentiated instruction, integration of STEAM programs, and positive behavior strategies, then student engagement and academic achievement will increase. 1

G086475

G1.B1 Teacher understanding of how to effectively monitor student progress, implement RTI strategies and utilize data to ensure that students are making at least 1-2 years of academic growth. 2

B229789

G1.B1.S1 Teachers will work with the RTI Team to analyze data, develop RTI plans, and identify strategies and interventions to support students who are in need of Tier II and Tier III strategies. 4

S242438

Strategy Rationale

Teacher understanding of how to effectively implement interventions through the RTI process will increase the enhance progress monitoring and interventions to support student learning.

Action Step 1 5

Teachers will utilize Instructional Focus Assessments, Checks for Understanding, i-Ready, Achieve 3000, DRA, DAR, and anecdotal notes to differentiate instruction based upon individual student needs. Teachers will be provided support in the following areas: Foundational Reading Skills, Guided Reading , Annual Growth Versus Catch Up Growth, Small Group Instruction, Response to Intervention, Reading Centers, and Reading Strategies

Person Responsible

Angel Holsey

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work Assessment Data, Use of Data Notebooks, Interventionist Logs, Safety Net Plans, RTI Meeting Agenda and Sign-In, Progress Monitoring Plans

Action Step 2 5

Teachers will be provided professional development on the analysis of student performance data, implementation of i-Ready, Achieve 3000, DRA, DAR, FAIR (K), and Catch Up. Teachers will provide opportunities for students to engage with technology and computer-based programs such as: Performance Matters, i-Ready, Achieve 3000, and Penda Learning.

Person Responsible

Teri Washington

Schedule

Weekly, from 8/10/2016 to 12/18/2016

Evidence of Completion

Evidence of technology and blended learning during center rotations embedded in lesson plans, documentation of classroom observations coaching learning cycles, and focus walks, small group and catch up reading and math lesson plans, use of the Eureka Math, Duval Reads, District Curriculum Guides, approved resources, Early Release Day Professional Development Plan, agenda, and sign in

Action Step 3 5

The District ESOL Representative and School Counselor will work with administrators and classroom teachers on the utilization of the WIDA Can Do Descriptors for English Language Learners and the development of schedules to provide supplemental support to students based upon their 504 and IEP goals.

Person Responsible

LaSha Hill

Schedule

Daily, from 8/10/2016 to 6/2/2017

Evidence of Completion

Evidence and documentation of support based upon IEP and ELL goals and objectives, Evidence of small group lesson plans and support, V. E. Resource Teacher Schedules, Evidence of MRT Meeting Agenda and IEP updates, Data from the District Curriculum Guide Assessments, Data Notebooks, Interactive Journals and Student Work Samples, PLC Meeting Agendas and Sign In, Common Planning Time Meeting Minutes, Classroom Observation Logs, and Safety Net Schedule

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

Administrators will conduct on-going classroom observations and focus walks to monitor implementation of RTI Strategies, use of data to differentiate instruction, and the implementation of IEP and ELL goals and objectives. Professional Development, coaching, and modeling will be provided to support individual teacher needs.

Person Responsible

Michelle Quarles

Schedule

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

Evidence of Completion

Documentation of Coaches Logs, Classroom Observations and Focus Walks, Reading Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work , Assessment Data, Use Data to Support Small Group and Differentiated Instruction, Reading Interventionist Logs, RTI Team Meeting, Agendas and Student Plans, Progress Monitoring Plans, and Safety Net Plans

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

Teachers will meet with administrators and coaches during weekly PLC meetings to analyze data, adjust instructional strategies, and identify students not responding to the core reading instruction. On-going progress monitoring of these students will be conducted through the RTI, MRT, and Safety Net Team meetings. Adjustments will be made based upon the needs of individual students as needed.

Person Responsible

Michelle Quarles

Schedule

Weekly, from 8/12/2016 to 6/2/2017

Evidence of Completion

Documentation of Coaches Logs, Classroom Observations and Focus Walks, Lesson Plans and Use of Tiered Instructional Strategies, Catch Up and Teacher Led Small Group Lessons, Student Work Samples, Assessment Data, Use of Data to Support Small Groups/ Interventions, Interventionist Logs, RTI Team Meeting Agendas and Student Plans, Progress Monitoring Plans, Student Portfolios, Leadership Team Meetings

G1.B1.S4 Teachers will scaffold instruction, monitor student progress and provide differentiated support based checks for understanding, anecdotal notes, informal observations and exit tickets. 4

S242441

Strategy Rationale

Utilizing data will assist teachers with monitoring student growth and mastery of grade level standards.

Action Step 1 5

Teachers will utilize the District Instructional Framework, Gradual Release Model, Curriculum Guides, and "Catch Up" small group instruction to scaffold support and identify students in need of additional remediation. Anecdotal notes, informal observations, questioning strategies, checks for understanding, and exit tickets will be utilized to differentiate instructional activities and support for individual and small groups of students. Documentation of instructional support will be outlined within daily lesson plans. Professional development, modeling, and tiered support from instructional coaches will be provided based upon the needs of teachers and students.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/10/2016 to 6/2/2017

Evidence of Completion

PLC Agendas and Sign In, Weekly Lesson Plans to Include Support of Small Groups and Interventions, Documentation of Coaches Logs, Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work Assessment Data, Student Portfolios Evidence of the Use of the Gradual Release Model (I Do, You Do, We Do), Anecdotal Notes, Exit Tickets, higher level questioning techniques, and checks for understanding. Coaches, Interventionist, and Tutor Logs and Documented Support

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Teachers will work collaboratively with administrators and coaches plan and implement scaffolded lesson plans utilizing the District Curriculum Guides, Virtual PD Videos, and Instructional Focus Lessons/Assessments that allow all students additional support and sufficient opportunities to practice new skills and strategies at an appropriate pace. Administrators will conduct on-going focus walks and classroom observations to review lesson plans and monitor the implementation of tiered support, documentation of anecdotal notes, checks for understanding, and exit tickets. Professional development and tiered support from instructional coaches will be provided based upon the individual needs of teachers.

Person Responsible

Angel Holsey

Schedule

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

Evidence of Completion

Common Planning Time Meeting Minutes, PLC Agendas and Sign In, Weekly Lesson Plans, Classroom Observation and Walk Through logs, Documentation of Coaches and Interventionist Logs, Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work, Assessment Data, Use of Data Notebooks, Student Portfolios, Anecdotal Notes, Exit Tickets

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

Teachers will work collaboratively with administrators and coaches to utilize i-Ready, Acheive, DAR, DRA, Instructional Focus, Progress Monitoring, Baseline assessments, and analysis of student work to map and align curriculum according to student achievement, along with Instructional Focus Calendars and grade level Curriculum Guides which will be discussed during data chats and used to drive instruction. The data will be used to gauge the effectiveness of the instructional practices. The administrators and Leadership Team members will meet weekly to analyze data, identify students not responding to the core instruction and provide teachers with assistant to increase the effectiveness of daily instruction.

Person Responsible

Michelle Quarles

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Common Planning Time Meeting Minutes, PLC Agendas and Sign In, Small Group Lesson Plans, Classroom, Observation and Walk Through logs, Documentation of Coaches Logs and Teacher Support, Lesson Plans and, Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work, Assessment Data, Leadership Team Meeting Agendas and Sign-in

G1.B1.S5 Teachers will consistently implement Catch Up/Small Group Instruction and maintain fluid groupings and lesson plans that outline instructional strategies that meet the needs of individual students. **4**

 S242442

Strategy Rationale

Maintaining fluid small groups and lesson plans will ensure that daily instruction is aligned to meet the needs of individual students based on data.

Action Step 1 **5**

Teachers will receive on-going professional development on the implementation of small group and differentiated instruction aligned with student performance data.

Person Responsible

Angel Holsey

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

PLC Meeting Agendas and Minutes, Early Release Day Agendas and Minutes, Early Release Day Sign in Sheet, Electronic Registrar On-Line System, Small group and center rotation lesson plans that include identified students, objective, materials and a rationale based upon data (i-Ready, CGA, FCIM, DAR), Take Away Activities, Individual Professional Development Plans (IPDP's), Professional Development Notebooks, Coaches Logs documenting support and modeling

Action Step 2 **5**

Teachers will consistently maintain documentation of small group lesson plans, targeted instructional strategies and individual student conferences.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/10/2016 to 6/2/2017

Evidence of Completion

Small Group Lesson Plans (Outlining identified students, rationale, learning objective, and materials), Documentation of Conference Logs (Outlining instructional strategies and conference notes for individual students), Student Work Samples and Journals, Focus Walk and Classroom Visit Logs, Feedback Forms, Formal and Informal Observations, and Coaches and Interventionists Logs (With documentation of models lessons and planning)

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

Administrators will conduct focus walks, informal and formal observations to monitor the fidelity and the implementation of fluid catch up/small groups and center rotations aligned with student performance data. Teachers will receive feedback and support from coaches as needed.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/10/2016 to 6/2/2017

Evidence of Completion

Documentation of Classroom Observation Logs, Documentation of Focus Walk Forms, Documentation of, Teacher Feedback Forms, Documentation of Formal and Informal CAST Observations, Review of Coaches and Interventionists Logs and Documentation of Support/Modeling, Meetings with Instructional Coaches to review weekly PLC and ERD, Professional Development Activities, Lesson Planning during PLC Meetings, evidence of implementation of instructional strategies from Early Release Day Meetings, and Data Chats with teachers

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

Teachers will work collaboratively with administrators, interventionist, and instructional coaches to analyze data and develop instructional strategies to monitor the effectiveness and implementation of small groups and center rotations aligned with student performance data.

Person Responsible

Teri Washington


Schedule

Weekly, from 8/10/2016 to 6/10/2017

Evidence of Completion

PLC Meeting Agendas and Sign In, ERO Sign In, Small Group and Center Lesson Plans Aligned to Data (I-Ready, Achieve 3000, DRA, DAR, Instructional Focus Lessons/ Assessments, PMA's, and data Chats

G1.B3 Teacher understanding of how to engage students in learning and utilize the Core Curriculum/ Resources to effectively implement rigorous instructional activities that are aligned with the Florida State Standards and the Four Pillars of Excellent Instruction. **2**

 B229791

G1.B3.S1 Teachers will utilize instructional strategies from professional development sessions to develop lesson plans and instructional activities that align to the Four Pillars of Excellent Instruction. Teachers and leadership team members will participate in the PLC, ERD, virtual video presentations, and district level Instructional Leadership Team (ILT's) sessions to support the integration of best practices in ELA, Science and Math. Instructional strategies will be utilized to support teachers with daily instruction and planning. **4**

 S242444

Strategy Rationale

Aligning instruction with the Four Pillars of Excellent Instruction will increase collaborative learning activities, student engagement, time on task, student ownership, and the use of higher level questioning strategies.

Action Step 1 **5**

Teachers will participate in the District Teacher Academy, weekly PLC and bi-weekly ERD meetings, virtual video presentations, and Instructional Leadership Team meetings to increase their understanding of how to align daily instructional practices with the Florida State Standards and Four Pillars of Excellent Instruction. activities may include collaborative planning sessions, focus walks, professional videos, sharing of best practices, coaching cycles, peer to peer observations, and collaborative learning strategies for adult learners. Professional development will incorporate strategies that will be gradually implemented throughout the school year.

Focus areas include: Student Engagement, Student Understanding of the Core Content and Strategies, Implementation of Rigorous Instruction, Students taking ownership of their own learning.

Person Responsible

Teri Washington

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

District ERO Registrations for the Teacher Academy, ERD Agendas and Sign In Sheets, Electronic Registrar On-line System, ERD Meeting Minutes, Teacher Suveys, Professional Development Notebook, Individual Professional Development Plans, Common Planning Time Meeting Minutes, PLC Agenda and Sign In, Weekly Lesson Plans, Analysis of student work samples, Teacher/Student Generated Charts, Classroom Observation and Walk Through logs, Student Portfolios and Work Samples, Professional Development Notebook, Individual Professional Development Plans.

Action Step 2 5

Evidence of the Florida State Standards and the Four Pillars of Excellent Instruction will be embedded within daily instructional practices, lesson plans and instructional activities through the following: Use of EQUIP Protocol, collaborative learning strategies to increase student engagement, questioning and discussion techniques, higher level questions to increase rigor, exit tickets and checks for student understanding, a variety of options for students to take ownership of their learning through the use of rubrics, selection of graphic organizers, center activities, whole group and independent assigned learning tasks, the Gradual Release Model implemented within the Introduction, I do, We Do, You Do, and close of the lesson, accountable talk and explicit vocabulary.

Person Responsible

Michelle Quarles

Schedule

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

Evidence of Completion

EQUIP Protocol, Lesson Plans, Use of the FSA Response Mechanisms, Student work, Teacher/Student Generated Charts, Common Board Configurations, Student Portfolios and Work Samples, Coaches Logs of Modeled Lessons, Coaches Feedback Forms, Administrator Feedback Forms, Cast Formal and Informal Observations, Evidence of the Four Pillars of Excellent Instruction (Posted and reviewed)

Action Step 3 5

Instructional Coaches and teachers will utilize model classrooms to model how to effectively engage students in the lesson and discussions, incorporate higher level questioning techniques, and use of meta-cognitive strategies to increase student engagement, collaboration, demonstration of understanding of the content.

Person Responsible

Teri Washington

Schedule

Daily, from 8/10/2016 to 6/2/2017

Evidence of Completion

Coaches Logs Documenting Modeling and Support, PLC Meeting Agenda and Sign In, ERO System Registration, and Lesson Plans

Action Step 4 5

Teachers will consistently monitor students understanding of key concepts and skills during the delivery of daily instruction. Exit tickets, checks for understanding, use of meta-cognitive strategies, the four column method, anecdotal notes, and informal observations will be conducted and adjustments will be made to daily instruction as needed. Misconceptions will be clarified to increase student understanding. In addition, collaborative learning, student engagement and questioning strategies will be utilize to increase time on task and student ownership.

Person Responsible

Angel Holsey

Schedule

Daily, from 8/10/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Integration of Checks for Understanding, Exit Tickets, and Anecdotal Notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrators will conduct on-going classroom observations and focus walks to monitor implementation of daily instructional activities that are aligned with the Four Pillars of Excellent Instruction. Evidence of the use of collaborative learning strategies, meta-cognitive strategies, scaffolded instruction, higher level questioning techniques, and checks for understanding will be utilized to document implementation within core subject areas. Professional Development, coaching, and modeling will be provided to support individual teacher needs.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/10/2016 to 6/2/2017

Evidence of Completion

Administrative Feedback Forms, Documentation of Coaches Logs and Modeled Support, Coaches Feedback Forms, Documentation of Classroom Observations and Focus Walks, Lesson Plans to include the use of District Curriculum Guides, Teacher/Students Generated Charts, Interactive Journals and Student Work, Assessment Data, Student Portfolios, Individual Professional Development Plans, Professional Development Notebooks, evidence of the implementation of the Four Column Method (Data chats), meta-cognitive clouds, and collaborative learning activities.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers will work collaboratively with administrators and coaches during weekly PLC meetings to review and analyze student work samples, review assessment data, and adjust instructional strategies to align with the Four Pillars of Excellent Instruction. Leadership Team members will meet weekly to assess instructional strategies, plan professional development sessions and Tier instructional support based upon the needs of teachers and students.

Person Responsible

Michelle Quarles


Schedule

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

Evidence of Completion

Professional Development Calendar, Leadership Team Meeting Agendas and Sign In Sheets, Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Teacher/Students Generated Charts, (Meta-cognitive Clouds, Core and Instructional Focus Charts, Higher Level Question Stems) Journals and Student Work, Analysis of Assessment Data (Instructional Focus Assessments, PMA's, Checks for Understanding, Achieve 3000, and I-Ready), PLC Meeting Agendas and Sign In, and Lesson Plans.

G1.B3.S2 A school-wide emphasis will be placed on integrating writing and aligning instruction to the Florida State Standards in ELA and Math. **4**

 S242445

Strategy Rationale

The alignment of writing instruction with the Florida State Standards will provide a focus on responding to informational and literary text, utilizing evidence from text to support thinking, use of the FSA Response Mechanisms to increase critical thinking skills and composing argumentative and opinions across all content areas. This will strengthen rigorous instructional activities and writing across all grade levels and content areas.

Action Step 1 **5**

Teachers will participate in professional development during Early Release Days and PLC meetings, and District professional development sessions on how to unpack and implement the Florida State Standards. (Complex Text, Academic Rich Vocabulary, Explicit Textual Evidence.) This will increase student skills with vocabulary acquisition, responding to informational and literary text, using evidence from the text to support their writing, and composing argumentative and opinions across all content areas.

Professional development will include virtual video presentations, collegial observations with debriefs, Coaching Learning Cycles, Modeling, and Lesson Planning.

Person Responsible

Angel Holsey

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

ERD Meeting Agendas and Sign In, PLC Meeting Agendas and Sign In, Lesson Plans, Classroom Artifacts, Samples of Student Work, Journals, Short and Extended Responses, Take Away Activities, Conference Logs

Action Step 2 5

Teachers will incorporate the use of Short and Extended Responses, The Four Column Method, Interactive Journals, and Achieve 3000 Articles in daily lesson plans to provide opportunities for students to respond using evidence from the text to support their answers.

Person Responsible

Patrice McConnell

Schedule

Daily, from 8/10/2016 to 6/2/2017

Evidence of Completion

Evidence of Achieve 3000 Within Daily Centers, lesson plans, student work samples, writing across all content areas to include evidence of short and extended responses in whole and small group instruction

Action Step 3 5

Teachers will participate in professional development during Early Release Days and PLC meetings, and District Virtual Video professional development sessions on how to implement rigorous instruction aligned with the FSS in mathematics: (Focus, Coherence, Rigor: Conceptual Understanding, Procedural Skills, and Application)
Professional development will include virtual videos, collegial observations with debriefs, Coaching Learning Cycles, Modeling, and Lesson Planning.

Person Responsible

Teri Washington

Schedule

Weekly, from 8/10/2016 to 6/14/2017

Evidence of Completion

ERD Meeting Agendas and Sign In, PLC Meeting Agendas and Sign In, Classroom Artifacts, Samples of Student Work, Interactive Journals

Action Step 4 5

Teachers will participate in ERD, and weekly PLC meetings to increase their understanding of how to implement rigorous instructional activities that are fully aligned with the Florida State Standards and Four Pillars of Excellent Instruction. Activities may include analysis of student work samples using the EQUIP Protocol, development of core and instructional focus lesson plans, data chats, professional videos on model classrooms, sharing of best practices, and collaborative learning strategies for adult learners, Coaching Cycles, Peer to Peer Observations (Within/outside of the school).

Person Responsible

Teri Washington

Schedule

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

Evidence of Completion

Generated Charts, Development of Instructional Focus Lessons, Focus Walk Forms, Analysis of Student Work Samples and Data.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administrators will monitor the alignment of lesson plans, instructional delivery, and assigned learning tasks to ensure that there is an alignment with the Florida State Standards in ELA and Mathematics to include writing across both content areas. Professional Development, coaching, and modeling will support individual teacher needs based upon observations and teacher feedback.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/10/2016 to 6/2/2017

Evidence of Completion

CAST Observations, Daily Coaches Logs and Evidence of Teacher Support, Daily Classroom Observation Logs and Focus Walks, Evidence of Lesson Plans, Evidence of the Integration of Real World Examples and Use of Math Manipulatives to include Rigor (Conceptual Understanding, Procedural Skills, and Application), Writing Student Work Samples, Evidence of Higher Level Question Stems, Data and District Assessments, Book of the Month Responses, Student Journals and Work Samples, Evidence of Short and Extended Responses/Exit Tickets and the Four Column Method.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Teachers will work collaboratively with administrators and coaches during weekly PLC Meetings to develop lesson plans, review student work samples and assessment data. Adjustments will be made to instruction based upon student needs. Samples of student work will be used to measure student progress in order to identify next steps for instruction. The administrators will work with instructional coaches to make adjustments to the Professional Development Calendar and Tiered support of teachers as needed.

Person Responsible

Michelle Quarles


Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

PLC Meeting Agendas and Sign In, Leadership Team Meeting Agendas and Sign In, Focus Walk and Classroom Visit Logs, Professional Development Calendar, Coaches Logs with Evidence of Models Lessons and Support, Lesson Plans, Student Writing Samples, Use of Rubrics, Conference Logs

G1.B5 The need to implement and maintain school-wide rituals and routines that support positive relationships and decrease the number of students in need of targeted intervention and remediation. **2**

 B229793

G1.B5.S1 CHAMPS, Restorative Practices and RTI will be utilized school-wide to provide a safe and civil school environment. **4**

 S242447

Strategy Rationale

The implementation of CHAMPS, Restorative Practices and RTI will promote a positive school culture and decrease suspension rates.

Action Step 1 **5**

Teachers will utilize strategies from the professional development sessions on Restorative Practices, CHAMPS, Code of Conduct, and School-wide Rituals and Routines and Alert Strategies. These strategies will be implemented to assist with classroom management and daily routines.

Person Responsible

LaSha Hill

Schedule

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

Evidence of Completion

Evidence of CHAMPS Expectations (Posted and used during daily instruction), Classroom Observations and Focus Walk Logs, Discipline Data from Focus, MINT Teacher Portfolios, Code of Conduct Training Sign In Evidence of the utilization of Restorative Practices - (Processing and documenting interventions for referrals) Quarterly Assemblies

Action Step 2 5

The RTI Team and District Representatives from the ESE and Safe Schools Departments will provide professional development sessions and model support for teachers to develop strategies for working with students in need of interventions. Professional development will include support with identifying Early Warning Signs, and Alert Strategies. The RTI Team and teachers will meet bi-weekly to review student data and develop strategies based upon the needs of individual students and teachers. Teachers will implement instructional strategies from professional development sessions.

Person Responsible

Porsha Hugger

Schedule

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

Evidence of Completion

RTI Meeting Agendas and Schedules Documentation of RTI Strategies and Support for Individual Students Referral Data from Focus V. E. Resource Teacher Schedules Log of Classroom Interventions and Strategies Modeling of RTI Strategies and Support

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

Administrators will conduct focus walks, formal and informal observations, and participate in bi-weekly RTI meetings to monitor the implementation of CHAMPS, Restorative Practices, and RTI Strategies. The RTI Team and teachers will meet bi-weekly to review student data and develop strategies based upon the needs of individual students and teachers.

Person Responsible

LaSha Hill

Schedule

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

Evidence of Completion

Focus Walk and Classroom Observation Forms, Evidence of CHAMPS Expectations (Posted and used during daily instruction), Discipline Data from Focus, MINT Teacher Portfolios, School-Wide Assembly Calendar Data from Foundations Common Area Observations, RTI Meeting Agenda and Documentation of Strategies, and Evidence of Restorative Practices

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

The Foundations Team and Administrators will meet monthly to monitor the effectiveness and the implementation of school-wide rituals and routines through analyzing Restorative Practices, discipline data, RTI Strategies, Foundations/CHAMPS Surveys and Common Area rituals, routines, and strategies. The team will review evidence to support that the school-wide implementation of Foundations/CHAMPS, Common Area rituals, routines, and strategies are assisting with decreasing the number of suspensions.

Person Responsible

LaSha Hill


Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Leadership Team Meeting and Agendas, Foundations Team Meeting and Agendas, Referral Data from Genesis Evidence of CHAMPS and School-wide Rituals and Routines, School-wide Assembly Calendar, Data from Foundations Common Area Observations, RTI Meeting Agendas and Documentation of Student Support and Strategies, Restorative Practices

G1.B5.S2 Character Education will be implemented school-wide to model expectations for responsible behavior. 4

 S242448

Strategy Rationale

Implementing Character Education will promote a positive school culture that will increased student engagement and time on task.

Action Step 1 5

The School Counselor and administrators will work collaboratively with teachers to implement Character Education and utilize the Learning for Life and Second Step to maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly through the Student of the Month Program.

Person Responsible

Porsha Hugger

Schedule

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

Evidence of Completion

Character Education, Learning for Life, and Second Step Lesson Plans and Schedule, School Counselor Schedule, Student of the Month Celebration Parent and Student Sign-in, Updated Character Education Bulletin Board

Action Step 2 5

A variety of activities will be used to promote Character Education including: Book of the Month, school-wide assemblies, Red Ribbon Week, JSO presentation, Road Runner Incentive Store, Remarkable Road Runners, Student of the Month, and school-related activities.

Person Responsible

LaSha Hill

Schedule

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

Evidence of Completion

Book of the Month Bulletin Board (Updated Monthly), Red Ribbon Week Calendar of Activities, and School-Wide Calendar and Schedule of Activities

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

Administrators will monitor the implementation of Character Education and school-wide rituals and routines through conducting focus walks and reviewing documentation of scheduled activities and events. The Foundations Team will meet bi-weekly to review discipline data, surveys and common area observations to monitor and adjust school related activities as needed.

Person Responsible

LaSha Hill

Schedule

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

Evidence of Completion

Evidence of the Student of the Month Bulletin Board, Character Education Lesson Plans, School Counselor Calendar, Quarterly Assemblies, School-wide Calendar of Events and Activities, Book of the Month Bulletin Board, and Parent Sign-In for the Student of the Month Celebration

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

The effectiveness of the Character Education program, discipline and survey data will be monitored and assessed during weekly Leadership Team Meetings and Foundations Team Meetings to identify areas of improvement and next steps. Adjustments will be made as needed.

Person Responsible

LaSha Hill

Schedule

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

Evidence of Completion

Foundations Team Meeting Sign In and Agenda, Leadership Team Meeting Agendas and Sign In, Student Discipline Data from Genesis, Foundations Surveys and Common Area Observations, and The New Teacher Project (Tntp) Data and Gallop Survey Results

G1.B9 Aligning the core curriculum, science benchmarks, Engineering is Elementary (EIE) Units of Study, inquiry based learning, and our School Choice STEAM academy across all grade levels. **2**

 B229797

G1.B9.S1 Science, Technology, Engineering, Arts, and Math (STEAM) activities will be implemented with fidelity across all grade levels, content areas and within extracurricular programs. Students will also participate in field trips that are designed to support STEAM activities. **4**

 S242449

Strategy Rationale

Through aligning the core curriculum, extracurricular activities, and field trips with our School Choice Theme (STEAM), students will gain opportunities to increase their ability to think critically and participate with hands-on labs and explorations that incorporate visual arts, music, science, technology, and math.

Action Step 1 **5**

Teachers will participate in professional development on how to create and incorporate STEAM activities into daily instruction across all content areas.

Areas of focus will include:

Science Labs and Hands-on Learning Activities, District Curriculum Guides, Use of Informational Text with Reading, and Instructional Focus Lessons and Assessments (5th grade) Technology will include: Penda Learning, i-ready, Achieve 3000, Art and Music Instructional Strategies, and Engineering is Elementary.

Leadership Team Members will participate in the district level Instructional Leadership Team (ILT's) sessions to support the integration of best practices in science and math.

Person Responsible

Taneshia Atwater

Schedule

Biweekly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Early Release Day Sign In, Agendas and Calendar, PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, Math Coach, Reading Coach, and Interventionists Logs and Evidence of Support, Teacher/Student Generated Charts, Interactive Journals, Student Work Samples, Technology Centers, Evidence of EIE Units and Science Labs participation in district level Instructional Leadership Team (ILT) sessions.

Action Step 2 5

Students will be provided with opportunities to participate in the Annual Science Fair, STEAM field trips, daily resource classes that include art and music, and extracurricular activities that support the, "Whole Child" and integration of STEAM programs.

Person Responsible

Michelle Quarles

Schedule

On 6/2/2017

Evidence of Completion

Evidence will include documentation of student participation with the following: The Annual District and School Level Science Fairs Lesson Plans Chorus Club Student Participation Arts Club Student Participation Science and Math Club Student Participation Surveys from STEAM Field Trips Student Schedules that outline (Art, Media, Music, and P. E.) Documentation of student participation in extracurricular activities within the Focus System (Semi-Annual)

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Administrators, instructional coaches, and the School Choice Representative will conduct focus walks, formal and informal observations to monitor the effectiveness and ensure that the STEAM strategies, core curriculum, resources, EIE Units, and extracurricular activities are implemented with fidelity in all core subject areas and grade levels.

Person Responsible

Michelle Quarles

Schedule

Daily, from 9/1/2016 to 6/2/2017

Evidence of Completion

PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, Math and Reading Coach Logs and Evidence of Support, Teacher/Student Generated Charts, Interactive Journals, Student Work Samples, Instructional Focus Assessment Data, Evidence of STEAM activities and Labs, participation and attendance in extracurricular activities.

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Leadership Team Members will meet weekly to monitor the effectiveness of the implementation of the core instruction, EIE Units of Study, extracurricular activities, and STEAM strategies in all core subject areas and grade levels. Teachers, coaches and administrators will meet weekly during PLC Meetings to review student work samples and data to identify next steps for instruction and professional development.

Person Responsible

Michelle Quarles

Schedule

Weekly, from 9/1/2016 to 6/2/2017







Evidence of Completion

PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, District Curriculum Guide Assessment Data, Student Work Samples, and Evidence of STEAM activities and Labs



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.B1.S1.A2  A313773 | Teachers will be provided professional development on the analysis of student performance data,... | Washington, Teri | 8/10/2016 | Evidence of technology and blended learning during center rotations embedded in lesson plans, documentation of classroom observations coaching learning cycles, and focus walks, small group and catch up reading and math lesson plans, use of the Eureka Math, Duval Reads, District Curriculum Guides, approved resources, Early Release Day Professional Development Plan, agenda, and sign in | 12/18/2016 weekly |
| G1.MA1  M324109 | Leadership Team Members, teachers and SAC Members will analyze data from the Instructional Focus... | Quarles, Michelle | 8/10/2016 | Evidence of the Mid-year SIP Review and Updates, Annual Stakeholder's Assessment Meeting Agenda and Sign-In, Individual Professional Development Plan Reviews (Quarterly), Leadership Team Meeting Agendas and, Sign-In, SAC Meeting Agendas and Sign In | 6/2/2017 quarterly |
| G1.B1.S1.MA1  M324091 | Teachers will meet with administrators and coaches during weekly PLC meetings to analyze data,... | Quarles, Michelle | 8/12/2016 | Documentation of Coaches Logs, Classroom Observations and Focus Walks, Lesson Plans and Use of Tiered Instructional Strategies, Catch Up and Teacher Led Small Group Lessons, Student Work Samples, Assessment Data, Use of Data to Support Small Groups/Interventions, Interventionist Logs, RTI Team Meeting Agendas and Student Plans, Progress Monitoring Plans, Student Portfolios, Leadership Team Meetings | 6/2/2017 weekly |
| G1.B1.S1.MA1  M324092 | Administrators will conduct on-going classroom observations and focus walks to monitor... | Quarles, Michelle | 8/15/2016 | Documentation of Coaches Logs, Classroom Observations and Focus Walks, Reading Lesson Plans and Use of the Curriculum Guides, Teacher/ Student Generated Charts, Interactive Journals and Student Work , Assessment Data, Use Data to Support Small Group and Differentiated Instruction, Reading Interventionist Logs, RTI Team Meeting, Agendas and Student Plans, Progress Monitoring Plans, and Safety Net Plans | 6/2/2017 daily |
| G1.B1.S1.A1  A313772 | Teachers will utilize Instructional Focus Assessments, Checks for Understanding, i-Ready, Achieve... | Holsey, Angel | 8/10/2016 | Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work Assessment Data, Use of Data Notebooks, Interventionist Logs, Safety Net Plans, RTI Meeting Agenda and Sign-In, Progress Monitoring Plans | 6/2/2017 weekly |
| G1.B1.S1.A3  A313774 | The District ESOL Representative and School Counselor will work with administrators and classroom... | Hill, LaSha | 8/10/2016 | Evidence and documentation of support based upon IEP and ELL goals and objectives, Evidence of small group lesson plans and support, V. E. Resource Teacher Schedules, Evidence of MRT Meeting Agenda and IEP updates, Data from the District | 6/2/2017 daily |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-------------------|-------------------------------|--|--------------------|
| | | | | Curriculum Guide Assessments, Data Notebooks, Interactive Journals and Student Work Samples, PLC Meeting Agendas and Sign In, Common Planning Time Meeting Minutes, Classroom Observation Logs, and Safety Net Schedule | |
| G1.B3.S1.MA1  M324099 | Teachers will work collaboratively with administrators and coaches during weekly PLC meetings to... | Quarles, Michelle | 8/15/2016 | Professional Development Calendar, Leadership Team Meeting Agendas and Sign In Sheets, Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Teacher/Students Generated Charts, (Meta-cognitive Clouds, Core and Instructional Focus Charts, Higher Level Question Stems) Journals and Student Work, Analysis of Assessment Data (Instructional Focus Assessments, PMA's, Checks for Understanding, Achieve 3000, and I-Ready), PLC Meeting Agendas and Sign In, and Lesson Plans. | 6/2/2017 weekly |
| G1.B3.S1.MA1  M324100 | Administrators will conduct on-going classroom observations and focus walks to monitor... | Quarles, Michelle | 8/10/2016 | Administrative Feedback Forms, Documentation of Coaches Logs and Modeled Support, Coaches Feedback Forms, Documentation of Classroom Observations and Focus Walks, Lesson Plans to include the use of District Curriculum Guides, Teacher/Students Generated Charts, Interactive Journals and Student Work, Assessment Data, Student Portfolios, Individual Professional Development Plans, Professional Development Notebooks, evidence of the implementation of the Four Column Method (Data chats), meta-cognitive clouds, and collaborative learning activities. | 6/2/2017 daily |
| G1.B3.S1.A1  A313783 | Teachers will participate in the District Teacher Academy, weekly PLC and bi-weekly ERD meetings,... | Washington, Teri | 8/10/2016 | District ERO Registrations for the Teacher Academy, ERD Agendas and Sign In Sheets, Electronic Registrar On-line System, ERD Meeting Minutes, Teacher Suveys, Professional Development Notebook, Individual Professional Development Plans, Common Planning Time Meeting Minutes, PLC Agenda and Sign In, Weekly Lesson Plans, Analysis of student work samples, Teacher/Student Generated Charts, Classroom Observation and Walk Through logs, Student Portfolios and Work Samples, Professional Development Notebook, Individual Professional Development Plans. | 6/2/2017 weekly |
| G1.B3.S1.A3  A313785 | Instructional Coaches and teachers will utilize model classrooms to model how to effectively engage... | Washington, Teri | 8/10/2016 | Coaches Logs Documenting Modeling and Support, PLC Meeting Agenda and Sign In, ERO System Registration, and Lesson Plans | 6/2/2017 daily |
| G1.B3.S1.A4  A313786 | Teachers will consistently monitor students understanding of key concepts and skills during the... | Holsey, Angel | 8/10/2016 | Lesson Plans, Integration of Checks for Understanding, Exit Tickets, and Anecdotal Notes | 6/2/2017 daily |
| G1.B5.S1.MA1  M324103 | The Foundations Team and Administrators will meet monthly to monitor the effectiveness and the... | Hill, LaSha | 9/1/2016 | Leadership Team Meeting and Agendas, Foundations Team Meeting and Agendas, Referral Data from | 6/2/2017 biweekly |






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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|-------------------|-------------------------------|--|--------------------|
| | | | | Genesis Evidence of CHAMPS and School-wide Rituals and Routines, School-wide Assembly Calendar, Data from Foundations Common Area Observations, RTI Meeting Agendas and Documentation of Student Support and Strategies, Restorative Practices | |
| G1.B5.S1.MA1  M324104 | Administrators will conduct focus walks, formal and informal observations, and participate in... | Hill, LaSha | 8/15/2016 | Focus Walk and Classroom Observation Forms, Evidence of CHAMPS Expectations (Posted and used during daily instruction), Discipline Data from Focus, MINT Teacher Portfolios, School-Wide Assembly Calendar Data from Foundations Common Area Observations, RTI Meeting Agenda and Documentation of Strategies, and Evidence of Restorative Practices | 6/2/2017 daily |
| G1.B5.S1.A1  A313791 | Teachers will utilize strategies from the professional development sessions on Restorative... | Hill, LaSha | 8/15/2016 | Evidence of CHAMPS Expectations (Posted and used during daily instruction), Classroom Observations and Focus Walk Logs, Discipline Data from Focus, MINT Teacher Portfolios, Code of Conduct Training Sign In Evidence of the utilization of Restorative Practices - (Processing and documenting interventions for referrals) Quarterly Assemblies | 6/2/2017 daily |
| G1.B5.S1.A2  A313792 | The RTI Team and District Representatives from the ESE and Safe Schools Departments will provide... | Hugger, Porsha | 8/15/2016 | RTI Meeting Agendas and Schedules Documentation of RTI Strategies and Support for Individual Students Referral Data from Focus V. E. Resource Teacher Schedules Log of Classroom Interventions and Strategies Modeling of RTI Strategies and Support | 6/2/2017 biweekly |
| G1.B9.S1.MA1  M324107 | Leadership Team Members will meet weekly to monitor the effectiveness of the implementation of the... | Quarles, Michelle | 9/1/2016 | PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, District Curriculum Guide Assessment Data, Student Work Samples, and Evidence of STEAM activities and Labs | 6/2/2017 weekly |
| G1.B9.S1.MA1  M324108 | Administrators, instructional coaches, and the School Choice Representative will conduct focus... | Quarles, Michelle | 9/1/2016 | PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, Math and Reading Coach Logs and Evidence of Support, Teacher/Student Generated Charts, Interactive Journals, Student Work Samples, Instructional Focus Assessment Data, Evidence of STEAM activities and Labs, participation and attendance in extracurricular activities. | 6/2/2017 daily |
| G1.B9.S1.A1  A313795 | Teachers will participate in professional development on how to create and incorporate STEAM... | Atwater, Taneshia | 10/1/2016 | Early Release Day Sign In, Agendas and Calendar, PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, Math Coach, Reading Coach, and Interventionists Logs and Evidence of Support, Teacher/Student Generated Charts, Interactive Journals, Student Work Samples, Technology Centers, Evidence of EIE Units and Science Labs participation in district level Instructional Leadership Team (ILT) sessions. | 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 |
|---|--|--------------------|-------------------------------|--|----------------------|
| G1.B9.S1.A2  A313796 | Students will be provided with opportunities to participate in the Annual Science Fair, STEAM field... | Quarles, Michelle | 9/1/2016 | Evidence will include documentation of student participation with the following: The Annual District and School Level Science Fairs Lesson Plans Chorus Club Student Participation Arts Club Student Participation Science and Math Club Student Participation Surveys from STEAM Field Trips Student Schedules that outline (Art, Media, Music, and P. E.) Documentation of student participation in extracurricular activities within the Focus System (Semi-Annual) | 6/2/2017 one-time |
| G1.B3.S2.MA1  M324101 | Teachers will work collaboratively with administrators and coaches during weekly PLC Meetings to... | Quarles, Michelle | 8/10/2016 | PLC Meeting Agendas and Sign In, Leadership Team Meeting Agendas and Sign In, Focus Walk and Classroom Visit Logs, Professional Development Calendar, Coaches Logs with Evidence of Models Lessons and Support, Lesson Plans, Student Writing Samples, Use of Rubrics, Conference Logs | 6/2/2017 weekly |
| G1.B3.S2.MA1  M324102 | Administrators will monitor the alignment of lesson plans, instructional delivery, and assigned... | Quarles, Michelle | 8/10/2016 | CAST Observations, Daily Coaches Logs and Evidence of Teacher Support, Daily Classroom Observation Logs and Focus Walks, Evidence of Lesson Plans, Evidence of the Integration of Real World Examples and Use of Math Manipulatives to include Rigor (Conceptual Understanding, Procedural Skills, and Application), Writing Student Work Samples, Evidence of Higher Level Question Stems, Data and District Assessments, Book of the Month Responses, Student Journals and Work Samples, Evidence of Short and Extended Responses/Exit Tickets and the Four Column Method. | 6/2/2017 daily |
| G1.B3.S2.A1  A313787 | Teachers will participate in professional development during Early Release Days and PLC meetings,... | Holsey, Angel | 8/10/2016 | ERD Meeting Agendas and Sign In, PLC Meeting Agendas and Sign In, Lesson Plans, Classroom Artifacts, Samples of Student Work, Journals, Short and Extended Responses, Take Away Activities, Conference Logs | 6/2/2017 weekly |
| G1.B3.S2.A2  A313788 | Teachers will incorporate the use of Short and Extended Responses, The Four Column Method,... | McConnell, Patrice | 8/10/2016 | Evidence of Achieve 3000 Within Daily Centers, lesson plans, student work samples, writing across all content areas to include evidence of short and extended responses in whole and small group instruction | 6/2/2017 daily |
| G1.B3.S2.A4  A313790 | Teachers will participate in ERD, and weekly PLC meetings to increase their understanding of how to... | Washington, Teri | 8/15/2016 | Generated Charts, Development of Instructional Focus Lessons, Focus Walk Forms, Analysis of Student Work Samples and Data. | 6/2/2017 weekly |
| G1.B5.S2.MA1  M324105 | The effectiveness of the Character Education program, discipline and survey data will be monitored... | Hill, LaSha | 8/15/2016 | Foundations Team Meeting Sign In and Agenda, Leadership Team Meeting Agendas and Sign In, Student Discipline Data from Genesis, Foundations Surveys and Common Area Observations, and The New Teacher Project (TNTP) Data and Gallop Survey Results | 6/2/2017 biweekly |
| G1.B5.S2.MA1  M324106 | Administrators will monitor the implementation of Character Education and school-wide rituals and... | Hill, LaSha | 8/15/2016 | Evidence of the Student of the Month Bulletin Board, Character Education Lesson Plans, School Counselor Calendar, Quarterly Assemblies, School-wide Calendar of Events and | 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 |
|---|--|-------------------|-------------------------------|--|--------------------|
| | | | | Activities, Book of the Month Bulletin Board, and Parent Sign-In for the Student of the Month Celebration | |
| G1.B5.S2.A1  A313793 | The School Counselor and administrators will work collaboratively with teachers to implement... | Hugger, Porsha | 8/15/2016 | Character Education, Learning for Life, and Second Step Lesson Plans and Schedule, School Counselor Schedule, Student of the Month Celebration Parent and Student Sign-in, Updated Character Education Bulletin Board | 6/2/2017 daily |
| G1.B5.S2.A2  A313794 | A variety of activities will be used to promote Character Education including: Book of the Month,... | Hill, LaSha | 8/15/2016 | Book of the Month Bulletin Board (Updated Monthly), Red Ribbon Week Calendar of Activities, and School-Wide Calendar and Schedule of Activities | 6/2/2017 daily |
| G1.B1.S4.MA1  M324093 | Teachers will work collaboratively with administrators and coaches to utilize i-Ready, Acheive,... | Quarles, Michelle | 8/10/2016 | Common Planning Time Meeting Minutes, PLC Agendas and Sign In, Small Group Lesson Plans, Classroom, Observation and Walk Through logs, Documentation of Coaches Logs and Teacher Support, Lesson Plans and, Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work, Assessment Data, Leadership Team Meeting Agendas and Sign-in | 6/2/2017 weekly |
| G1.B1.S4.A1  A313777 | Teachers will utilize the District Instructional Framework, Gradual Release Model, Curriculum... | Quarles, Michelle | 8/10/2016 | PLC Agendas and Sign In, Weekly Lesson Plans to Include Support of Small Groups and Interventions, Documentation of Coaches Logs, Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work Assessment Data, Student Portfolios Evidence of the Use of the Gradual Release Model (I Do, You Do, We Do), Anecdotal Notes, Exit Tickets, higher level questioning techniques, and checks for understanding. Coaches, Interventionist, and Tutor Logs and Documented Support | 6/2/2017 daily |
| G1.B1.S5.MA1  M324096 | Administrators will conduct focus walks, informal and formal observations to monitor the fidelity... | Quarles, Michelle | 8/10/2016 | Documentation of Classroom Observation Logs, Documentation of Focus Walk Forms, Documentation of, Teacher Feedback Forms, Documentation of Formal and Informal CAST Observations, Review of Coaches and Interventionists Logs and Documentation of Support/Modeling, Meetings with Instructional Coaches to review weekly PLC and ERD, Professional Development Activities, Lesson Planning during PLC Meetings, evidence of implementation of instructional strategies from Early Release Day Meetings, and Data Chats with teachers | 6/2/2017 daily |
| G1.B1.S5.A1  A313778 | Teachers will receive on-going professional development on the implementation of small group and... | Holsey, Angel | 8/10/2016 | PLC Meeting Agendas and Minutes, Early Release Day Agendas and Minutes, Early Release Day Sign in Sheet, Electronic Registrar On-Line System, Small group and center rotation lesson plans that include identified students, objective, materials and a rationale based upon data (i-Ready, CGA, FCIM, DAR), Take Away | 6/2/2017 weekly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|-------------------|-------------------------------|---|---------------------|
| | | | | Activities, Individual Professional Development Plans (IPDP's), Professional Development Notebooks, Coaches Logs documenting support and modeling | |
| G1.B1.S5.A2  A313779 | Teachers will consistently maintain documentation of small group lesson plans, targeted... | Quarles, Michelle | 8/10/2016 | Small Group Lesson Plans (Outlining identified students, rationale, learning objective, and materials), Documentation of Conference Logs (Outlining instructional strategies and conference notes for individual students), Student Work Samples and Journals, Focus Walk and Classroom Visit Logs, Feedback Forms, Formal and Informal Observations, and Coaches and Interventionists Logs (With documentation of models lessons and planning) | 6/2/2017 daily |
| G1.B1.S5.MA1  M324095 | Teachers will work collaboratively with administrators, interventionist, and instructional coaches... | Washington, Teri | 8/10/2016 | PLC Meeting Agendas and Sign In, ERO Sign In, Small Group and Center Lesson Plans Aligned to Data (I-Ready, Achieve 3000, DRA, DAR, Instructional Focus Lessons/Assessments, PMA's, and data Chats | 6/10/2017 weekly |
| G1.B3.S2.A3  A313789 | Teachers will participate in professional development during Early Release Days and PLC meetings,... | Washington, Teri | 8/10/2016 | ERD Meeting Agendas and Sign In, PLC Meeting Agendas and Sign In, Classroom Artifacts, Samples of Student Work, Interactive Journals | 6/14/2017 weekly |
| G1.B3.S1.A2  A313784 | Evidence of the Florida State Standards and the Four Pillars of Excellent Instruction will be... | Quarles, Michelle | 8/10/2016 | EQUIP Protocol, Lesson Plans, Use of the FSA Response Mechanisms, Student work, Teacher/Student Generated Charts, Common Board Configurations, Student Portfolios and Work Samples, Coaches Logs of Modeled Lessons, Coaches Feedback Forms, Administrator Feedback Forms, Cast Formal and Informal Observations, Evidence of the Four Pillars of Excellent Instruction (Posted and reviewed) | 8/10/2017 daily |
| G1.B1.S4.MA1  M324094 | Teachers will work collaboratively with administrators and coaches plan and implement scaffolded... | Holsey, Angel | 8/10/2016 | Common Planning Time Meeting Minutes, PLC Agendas and Sign In, Weekly Lesson Plans, Classroom Observation and Walk Through logs, Documentation of Coaches and Interventionist Logs, Lesson Plans and Use of the Curriculum Guides, Teacher/ Student Generated Charts, Interactive Journals and Student Work, Assessment Data, Use of Data Notebooks, Student Portfolios, Anecdotal Notes, Exit Tickets | 8/10/2017 daily |

V. Professional Development Opportunities

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

G1. If we support the needs of the "Whole Child", through providing rigorous and differentiated instruction, integration of STEAM programs, and positive behavior strategies, then student engagement and academic achievement will increase.

G1.B1 Teacher understanding of how to effectively monitor student progress, implement RTI strategies and utilize data to ensure that students are making at least 1-2 years of academic growth.

G1.B1.S1 Teachers will work with the RTI Team to analyze data, develop RTI plans, and identify strategies and interventions to support students who are in need of Tier II and Tier III strategies.

PD Opportunity 1

Teachers will be provided professional development on the analysis of student performance data, implementation of i-Ready, Achieve 3000, DRA, DAR, FAIR (K), and Catch Up. Teachers will provide opportunities for students to engage with technology and computer-based programs such as: Performance Matters, i-Ready, Achieve 3000, and Penda Learning.

Facilitator

Michelle Quarles, Principal, La'sha Hill, Assistant Principal, TBA, Reading Coach, Cynthia Diggett, Reading Interventionist (K-2), Angel Holsey, Reading Interventionist (3rd - 5th), and Teri Washington, Math Coach, Achieve and i-Ready Representatives

Participants

K-5 Teachers

Schedule

Weekly, from 8/10/2016 to 12/18/2016

G1.B1.S4 Teachers will scaffold instruction, monitor student progress and provide differentiated support based checks for understanding, anecdotal notes, informal observations and exit tickets.

PD Opportunity 1

Teachers will utilize the District Instructional Framework, Gradual Release Model, Curriculum Guides, and "Catch Up" small group instruction to scaffold support and identify students in need of additional remediation. Anecdotal notes, informal observations, questioning strategies, checks for understanding, and exit tickets will be utilized to differentiate instructional activities and support for individual and small groups of students. Documentation of instructional support will be outlined within daily lesson plans. Professional development, modeling, and tiered support from instructional coaches will be provided based upon the needs of teachers and students.

Facilitator

Michelle Quarles, Principal La'Sha Hill, Assistant Principal Angel Holsey, Reading Interventionist (3rd - 5th) Cynthia Diggett, Reading Interventionist (K-2) Teri Washington, Math Coach

Participants

K-5 Teachers

Schedule

Daily, from 8/10/2016 to 6/2/2017

G1.B1.S5 Teachers will consistently implement Catch Up/Small Group Instruction and maintain fluid groupings and lesson plans that outline instructional strategies that meet the needs of individual students.

PD Opportunity 1

Teachers will receive on-going professional development on the implementation of small group and differentiated instruction aligned with student performance data.

Facilitator

Angel Holsey, Reading Interventionist (3-5), Cynthia Diggett, Reading Interventionist (K-2), Teri Washington, Math Coach, Michelle Quarles, Principal, La'sha Hill, Assistant Principal

Participants

Teachers (K-5)

Schedule

Weekly, from 8/10/2016 to 6/2/2017

G1.B3 Teacher understanding of how to engage students in learning and utilize the Core Curriculum/ Resources to effectively implement rigorous instructional activities that are aligned with the Florida State Standards and the Four Pillars of Excellent Instruction.

G1.B3.S1 Teachers will utilize instructional strategies from professional development sessions to develop lesson plans and instructional activities that align to the Four Pillars of Excellent Instruction. Teachers and leadership team members will participate in the PLC, ERD, virtual video presentations, and district level Instructional Leadership Team (ILT's) sessions to support the integration of best practices in ELA, Science and Math. Instructional strategies will be utilized to support teachers with daily instruction and planning.

PD Opportunity 1

Teachers will participate in the District Teacher Academy, weekly PLC and bi-weekly ERD meetings, virtual video presentations, and Instructional Leadership Team meetings to increase their understanding of how to align daily instructional practices with the Florida State Standards and Four Pillars of Excellent Instruction. activities may include collaborative planning sessions, focus walks, professional videos, sharing of best practices, coaching cycles, peer to peer observations, and collaborative learning strategies for adult learners. Professional development will incorporate strategies that will be gradually implemented throughout the school year. Focus areas include: Student Engagement, Student Understanding of the Core Content and Strategies, Implementation of Rigorous Instruction, Students taking ownership of their own learning.

Facilitator

Teri Washington, Math Coach, Angel Holsey Michelle Quarles, Principal, and La'Sha Hill, Assistant Principal,

Participants

Teachers K-5

Schedule

Weekly, from 8/10/2016 to 6/2/2017

G1.B3.S2 A school-wide emphasis will be placed on integrating writing and aligning instruction to the Florida State Standards in ELA and Math.

PD Opportunity 1

Teachers will participate in professional development during Early Release Days and PLC meetings, and District professional development sessions on how to unpack and implement the Florida State Standards. (Complex Text, Academic Rich Vocabulary, Explicit Textual Evidence.) This will increase student skills with vocabulary acquisition, responding to informational and literary text, using evidence from the text to support their writing, and composing argumentative and opinions across all content areas. Professional development will include virtual video presentations, collegial observations with debriefs, Coaching Learning Cycles, Modeling, and Lesson Planning.

Facilitator

TA=BA, Reading Coach, Angel Holsey, Reading Interventionist, Teri Washington, Math Coach, Michelle Quarles, Principal, La'Sha Hill, Assistant Principal

Participants

Teachers K-5

Schedule

Weekly, from 8/10/2016 to 6/2/2017

PD Opportunity 2

Teachers will participate in professional development during Early Release Days and PLC meetings, and District Virtual Video professional development sessions on how to implement rigorous instruction aligned with the FSS in mathematics: (Focus, Coherence, Rigor: Conceptual Understanding, Procedural Skills, and Application) Professional development will include virtual videos, collegial observations with debriefs, Coaching Learning Cycles, Modeling, and Lesson Planning.

Facilitator

Teri Washington, Math Coach, Michelle Quarles, Principal, La'Sha Hill, Assistant Principal

Participants

Teachers K-5

Schedule

Weekly, from 8/10/2016 to 6/14/2017

PD Opportunity 3

Teachers will participate in ERD, and weekly PLC meetings to increase their understanding of how to implement rigorous instructional activities that are fully aligned with the Florida State Standards and Four Pillars of Excellent Instruction. Activities may include analysis of student work samples using the EQUIP Protocol, development of core and instructional focus lesson plans, data chats, professional videos on model classrooms, sharing of best practices, and collaborative learning strategies for adult learners, Coaching Cycles, Peer to Peer Observations (Within/outside of the school).

Facilitator

TBA, Reading Coach, Teri Washington, Math Coach, Michelle Quarles, Principal, La'Sha Hill, Assistant Principal

Participants

Teachers K-5

Schedule

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

G1.B5 The need to implement and maintain school-wide rituals and routines that support positive relationships and decrease the number of students in need of targeted intervention and remediation.

G1.B5.S1 CHAMPS, Restorative Practices and RTI will be utilized school-wide to provide a safe and civil school environment.

PD Opportunity 1

Teachers will utilize strategies from the professional development sessions on Restorative Practices, CHAMPS, Code of Conduct, and School-wide Rituals and Routines and Alert Strategies. These strategies will be implemented to assist with classroom management and daily routines.

Facilitator

Michelle Quarles, Principal, La'Sha Hill, Assistant Principal, Porsha Hugger, School Counselor, School Level CHAMPS Facilitator, and District Safe and Healthy Schools Staff

Participants

All Classroom Teachers

Schedule

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

PD Opportunity 2

The RTI Team and District Representatives from the ESE and Safe Schools Departments will provide professional development sessions and model support for teachers to develop strategies for working with students in need of interventions. Professional development will include support with identifying Early Warning Signs, and Alert Strategies. The RTI Team and teachers will meet bi-weekly to review student data and develop strategies based upon the needs of individual students and teachers. Teachers will implement instructional strategies from professional development sessions.

Facilitator

La'Sha Hill, Assistant Principal Porsha Daniels, School Counselor ESE and Safe Schools Representatives

Participants

Pre K - 5 Teachers

Schedule

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

G1.B9 Aligning the core curriculum, science benchmarks, Engineering is Elementary (EIE) Units of Study, inquiry based learning, and our School Choice STEAM academy across all grade levels.

G1.B9.S1 Science, Technology, Engineering, Arts, and Math (STEAM) activities will be implemented with fidelity across all grade levels, content areas and within extracurricular programs. Students will also participate in field trips that are designed to support STEAM activities.

PD Opportunity 1

Teachers will participate in professional development on how to create and incorporate STEAM activities into daily instruction across all content areas. Areas of focus will include: Science Labs and Hands-on Learning Activities, District Curriculum Guides, Use of Informational Text with Reading, and Instructional Focus Lessons and Assessments (5th grade) Technology will include: Penda Learning, i-ready, Achieve 3000, Art and Music Instructional Strategies, and Engineering is Elementary. Leadership Team Members will participate in the district level Instructional Leadership Team (ILT's) sessions to support the integration of best practices in science and math.

Facilitator

Taneshia Atwater, Science Lead Teacher, Reading Coach, Teri Washington, Math Coach, Michelle Quarles, Principal, and La'Sha Hill, Assistant Principal, District Art and Music Specialists

Participants

K-5Teachers

Schedule

Biweekly, from 10/1/2016 to 6/2/2017

VI. Technical Assistance Items

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

G1. If we support the needs of the "Whole Child", through providing rigorous and differentiated instruction, integration of STEAM programs, and positive behavior strategies, then student engagement and academic achievement will increase.

G1.B1 Teacher understanding of how to effectively monitor student progress, implement RTI strategies and utilize data to ensure that students are making at least 1-2 years of academic growth.

G1.B1.S1 Teachers will work with the RTI Team to analyze data, develop RTI plans, and identify strategies and interventions to support students who are in need of Tier II and Tier III strategies.

TA Opportunity 1

Teachers will utilize Instructional Focus Assessments, Checks for Understanding, i-Ready, Achieve 3000, DRA, DAR, and anecdotal notes to differentiate instruction based upon individual student needs. Teachers will be provided support in the following areas: Foundational Reading Skills, Guided Reading, Annual Growth Versus Catch Up Growth, Small Group Instruction, Response to Intervention, Reading Centers, and Reading Strategies

Facilitator

Michelle Quarles, Principal, La'Sha Hill, Assistant Principal, TBA, Reading Coach, Teri Washington, Math Coach, Cynthia Diggett, K-2 Reading Interventionist, and Angel Holsey, 3rd - 5th Reading Interventionist

Participants

Teachers K-5

Schedule

Weekly, from 8/10/2016 to 6/2/2017

TA Opportunity 2

The District ESOL Representative and School Counselor will work with administrators and classroom teachers on the utilization of the WIDA Can Do Descriptors for English Language Learners and the development of schedules to provide supplemental support to students based upon their 504 and IEP goals.

Facilitator

District ESOL Representative Porsha Hugger, School Counselor

Participants

Pre-K - 5 Teachers

Schedule

Daily, from 8/10/2016 to 6/2/2017

G1.B1.S5 Teachers will consistently implement Catch Up/Small Group Instruction and maintain fluid groupings and lesson plans that outline instructional strategies that meet the needs of individual students.

TA Opportunity 1

Teachers will consistently maintain documentation of small group lesson plans, targeted instructional strategies and individual student conferences.

Facilitator

Michelle Quarles, Principal, La'Sha Hill, Assistant Principal

Participants

Teachers K-5

Schedule

Daily, from 8/10/2016 to 6/2/2017

G1.B3 Teacher understanding of how to engage students in learning and utilize the Core Curriculum/ Resources to effectively implement rigorous instructional activities that are aligned with the Florida State Standards and the Four Pillars of Excellent Instruction.

G1.B3.S1 Teachers will utilize instructional strategies from professional development sessions to develop lesson plans and instructional activities that align to the Four Pillars of Excellent Instruction. Teachers and leadership team members will participate in the PLC, ERD, virtual video presentations, and district level Instructional Leadership Team (ILT's) sessions to support the integration of best practices in ELA, Science and Math. Instructional strategies will be utilized to support teachers with daily instruction and planning.

TA Opportunity 1

Evidence of the Florida State Standards and the Four Pillars of Excellent Instruction will be embedded within daily instructional practices, lesson plans and instructional activities through the following: Use of EQUIP Protocol, collaborative learning strategies to increase student engagement, questioning and discussion techniques, higher level questions to increase rigor, exit tickets and checks for student understanding, a variety of options for students to take ownership of their learning through the use of rubrics, selection of graphic organizers, center activities, whole group and independent assigned learning tasks, the Gradual Release Model implemented within the Introduction, I do, We Do, You Do, and close of the lesson, accountable talk and explicit vocabulary.

Facilitator

Michelle Quarles, Principal La'Sha Hill, Assistant Principal

Participants

Teachers K-5

Schedule

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

TA Opportunity 2

Instructional Coaches and teachers will utilize model classrooms to model how to effectively engage students in the lesson and discussions, incorporate higher level questioning techniques, and use of meta-cognitive strategies to increase student engagement, collaboration, demonstration of understanding of the content.

Facilitator

Teri Washington, Math Coach Cynthia Diggett, K-2 Reading Interventionist Angel Holsey, 3rd - 5th Reading Interventionist

Participants

K-5 teachers

Schedule

Daily, from 8/10/2016 to 6/2/2017

G1.B5 The need to implement and maintain school-wide rituals and routines that support positive relationships and decrease the number of students in need of targeted intervention and remediation.

G1.B5.S2 Character Education will be implemented school-wide to model expectations for responsible behavior.

TA Opportunity 1

The School Counselor and administrators will work collaboratively with teachers to implement Character Education and utilize the Learning for Life and Second Step to maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly through the Student of the Month Program.

Facilitator

Porsha Daniels, School Counselor La'Sha Hill, Assistant Principal Michelle Quarles, Principal

Participants

Teachers K-5

Schedule

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

VII. Budget

| | | | |
|---|-------------|--|--------|
| 1 | G1.B1.S1.A1 | Teachers will utilize Instructional Focus Assessments, Checks for Understanding, i-Ready, Achieve 3000, DRA, DAR, and anecdotal notes to differentiate instruction based upon individual student needs. Teachers will be provided support in the following areas: Foundational Reading Skills, Guided Reading , Annual Growth Versus Catch Up Growth, Small Group Instruction, Response to Intervention, Reading Centers, and Reading Strategies | \$0.00 |
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| 2 | G1.B1.S1.A2 | Teachers will be provided professional development on the analysis of student performance data, implementation of i-Ready, Achieve 3000, DRA, DAR, FAIR (K), and Catch Up. Teachers will provide opportunities for students to engage with technology and computer- based programs such as: Performance Matters, i-Ready, Achieve 3000, and Penda Learning. | \$0.00 |
| 3 | G1.B1.S1.A3 | The District ESOL Representative and School Counselor will work with administrators and classroom teachers on the utilization of the WIDA Can Do Descriptors for English Language Learners and the development of schedules to provide supplemental support to students based upon their 504 and IEP goals. | \$0.00 |
| 4 | G1.B1.S4.A1 | Teachers will utilize the District Instructional Framework, Gradual Release Model, Curriculum Guides, and "Catch Up" small group instruction to scaffold support and identify students in need of additional remediation. Anecdotal notes, informal observations, questioning strategies, checks for understanding, and exit tickets will be utilized to differentiate instructional activities and support for individual and small groups of students. Documentation of instructional support will be outlined within daily lesson plans. Professional development, modeling, and tiered support from instructional coaches will be provided based upon the needs of teachers and students. | \$0.00 |
| 5 | G1.B1.S5.A1 | Teachers will receive on-going professional development on the implementation of small group and differentiated instruction aligned with student performance data. | \$0.00 |
| 6 | G1.B1.S5.A2 | Teachers will consistently maintain documentation of small group lesson plans, targeted instructional strategies and individual student conferences. | \$0.00 |
| 7 | G1.B3.S1.A1 | Teachers will participate in the District Teacher Academy, weekly PLC and bi-weekly ERD meetings, virtual video presentations, and Instructional Leadership Team meetings to increase their understanding of how to align daily instructional practices with the Florida State Standards and Four Pillars of Excellent Instruction. activities may include collaborative planning sessions, focus walks, professional videos, sharing of best practices, coaching cycles, peer to peer observations, and collaborative learning strategies for adult learners. Professional development will incorporate strategies that will be gradually implemented throughout the school year. Focus areas include: Student Engagement, Student Understanding of the Core Content and Strategies, Implementation of Rigorous Instruction, Students taking ownership of their own learning. | \$0.00 |
| 8 | G1.B3.S1.A2 | Evidence of the Florida State Standards and the Four Pillars of Excellent Instruction will be embedded within daily instructional practices, lesson plans and instructional activities through the following: Use of EQUIP Protocol, collaborative learning strategies to increase student engagement, questioning and discussion techniques, higher level questions to increase rigor, exit tickets and checks for student understanding, a variety of options for students to take ownership of their learning through the the use of rubrics, selection of graphic organizers, center activities, whole group and independent assigned learning tasks, the Gradual Release Model implemented within the Introduction, I do, We Do, You Do, and close of the lesson, accountable talk and explicit vocabulary. | \$0.00 |
| 9 | G1.B3.S1.A3 | Instructional Coaches and teachers will utilize model classrooms to model how to effectively engage students in the lesson and discussions, incorporate higher level questioning techniques, and use of meta-cognitive strategies to | \$0.00 |

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| | | increase student engagement, collaboration, demonstration of understanding of the content. | |
| 10 | G1.B3.S1.A4 | Teachers will consistently monitor students understanding of key concepts and skills during the delivery of daily instruction. Exit tickets, checks for understanding, use of meta-cognitive strategies, the four column method, anecdotal notes, and informal observations will be conducted and adjustments will be made to daily instruction as needed. Misconceptions will be clarified to increase student understanding. In addition, collaborative learning, student engagement and questioning strategies will be utilize to increase time on task and student ownership. | \$0.00 |
| 11 | G1.B3.S2.A1 | Teachers will participate in professional development during Early Release Days and PLC meetings, and District professional development sessions on how to unpack and implement the Florida State Standards. (Complex Text, Academic Rich Vocabulary, Explicit Textual Evidence.) This will increase student skills with vocabulary acquisition, responding to informational and literary text, using evidence from the text to support their writing, and composing argumentative and opinions across all content areas. Professional development will include virtual video presentations, collegial observations with debriefs, Coaching Learning Cycles, Modeling, and Lesson Planning. | \$0.00 |
| 12 | G1.B3.S2.A2 | Teachers will incorporate the use of Short and Extended Responses, The Four Column Method, Interactive Journals, and Achieve 3000 Articles in daily lesson plans to provide opportunities for students to respond using evidence from the text to support their answers. | \$0.00 |
| 13 | G1.B3.S2.A3 | Teachers will participate in professional development during Early Release Days and PLC meetings, and District Virtual Video professional development sessions on how to implement rigorous instruction aligned with the FSS in mathematics: (Focus, Coherence, Rigor: Conceptual Understanding, Procedural Skills, and Application) Professional development will include virtual videos, collegial observations with debriefs, Coaching Learning Cycles, Modeling, and Lesson Planning. | \$0.00 |
| 14 | G1.B3.S2.A4 | Teachers will participate in ERD, and weekly PLC meetings to increase their understanding of how to implement rigorous instructional activities that are fully aligned with the Florida State Standards and Four Pillars of Excellent Instruction. Activities may include analysis of student work samples using the EQUIP Protocol, development of core and instructional focus lesson plans, data chats, professional videos on model classrooms, sharing of best practices, and collaborative learning strategies for adult learners, Coaching Cycles, Peer to Peer Observations (Within/outside of the school). | \$0.00 |
| 15 | G1.B5.S1.A1 | Teachers will utilize strategies from the professional development sessions on Restorative Practices, CHAMPS, Code of Conduct, and School-wide Rituals and Routines and Alert Strategies. These strategies will be implemented to assist with classroom management and daily routines. | \$0.00 |
| 16 | G1.B5.S1.A2 | The RTI Team and District Representatives from the ESE and Safe Schools Departments will provide professional development sessions and model support for teachers to develop strategies for working with students in need of interventions. Professional development will include support with identifying Early Warning Signs, and Alert Strategies. The RTI Team and teachers will meet bi-weekly to review student data and develop strategies based upon the needs of individual students and teachers. Teachers will implement instructional strategies from professional development sessions. | \$0.00 |

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| 17 | G1.B5.S2.A1 | The School Counselor and administrators will work collaboratively with teachers to implement Character Education and utilize the Learning for Life and Second Step to maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly through the Student of the Month Program. | | | | \$0.00 |
| 18 | G1.B5.S2.A2 | A variety of activities will be used to promote Character Education including: Book of the Month, school-wide assemblies, Red Ribbon Week, JSO presentation, Road Runner Incentive Store, Remarkable Road Runners, Student of the Month, and school-related activities. | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5100 | 510-Supplies | 2501 - Pine Estates Elementary School | School Improvement Funds | | \$1,000.00 |
| 19 | G1.B9.S1.A1 | Teachers will participate in professional development on how to create and incorporate STEAM activities into daily instruction across all content areas. Areas of focus will include: Science Labs and Hands-on Learning Activities, District Curriculum Guides, Use of Informational Text with Reading, and Instructional Focus Lessons and Assessments (5th grade) Technology will include: Penda Learning, i-ready, Achieve 3000, Art and Music Instructional Strategies, and Engineering is Elementary. Leadership Team Members will participate in the district level Instructional Leadership Team (ILT's) sessions to support the integration of best practices in science and math. | | | | \$0.00 |
| 20 | G1.B9.S1.A2 | Students will be provided with opportunities to participate in the Annual Science Fair, STEAM field trips, daily resource classes that include art and music, and extracurricular activities that support the, "Whole Child' and integration of STEAM programs. | | | | \$0.00 |
| Total: | | | | | | \$1,000.00 |