Mandarin Oaks Elementary School

2016-17 Schoolwide Improvement Plan

Mandarin Oaks Elementary School

10600 HORNETS NEST RD, Jacksonville, FL 32257

http://www.duvalschools.org/moe

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	No	44%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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 Mandarin Oaks 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.

Mandarin Oaks will provide students with engaging and challenging instruction in every classroom, for every student, every day.

b. Provide the school's vision statement.

Mandarin Oaks will inspire and prepare every student for success through active engagement in quality educational opportunities.

2. School Environment

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

The student population of Mandarin Oaks Elementary consists of students from many different cultural backgrounds. We welcome diversity and embrace it within our core ELA curriculum. Teachers establish classroom learning environments that are based on kindness and respect. Every opportunity is made by the school staff to cultivate and foster a sense of community and belonging. Teachers are encouraged to reach out to parents and students before the beginning of each school year by notifying parents via postcard to invite them to attend Orientation during the week of Pre-Planning. This provides a time for teachers to meet students and parents and establish lines of communication. Some of our students who are originally from other parts of the world leave our school during the year or prior to summer break to return to their homeland to visit. Prior to their departure, teachers reach out to parents to determine return dates, provide academic work for some, and remind them of the next year's start date. After students return, teachers encourage those students to share their experiences during their time away and to share highlights from their trip through pictures, writing, and any artifacts they may have brought back. By encouraging students to share, teachers build curiosity, create a sense of respect for different cultures, and enrich the ethnic diversity of the entire class. Our DUVAL Reads curriculum shares folktales from various cultures to celebrate differences in our storytelling around the world.

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

The Mandarin Oaks' Leadership Team has created an environment where all students feel valued, safe, and respected. In order to maintain this positive learning, character traits are taught as part of the reading curriculum using the program, Learning for Life. This program incorporates read-alouds and community building activities centered around positive behaviors. Students are recognized each month by their teachers and peers for exhibiting the character trait of the month. They receive a certificate and their picture is featured on a bulletin board. Furthermore, students are constantly encouraged to work through their differences by meeting with the guidance counselor to discuss conflict/resolution strategies. The administrators and the guidance counselors have an open door policy which allows students to bring concerns to their attention. Student concerns are always addressed promptly with dignity and respect for all students involved.

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.

Mandarin Oaks Elementary establishes behavioral expectations through the use of CHAMPs in the classrooms and the School-Wide Discipline Plan which establishes clear rules, regulations, and consequences for common areas in the school. This year, Mandarin Oaks Elementary is implementing a school-wide positive behavior reward system called the Super Surfers to encourage positive behaviors. Super Surfers are students who have exhibit a positive attitude, show respect, act responsibly, and strive for success. This initiative can also be used to celebrate students who are working towards positive behavior goals.

Students who demonstrate the Super Surfer behaviors are nominated by peers or teachers using a nomination slip. The nomination slips are entered into a jar in the office and two slips are drawn each week to be featured on the MOE Show. Students will receive a certificate, a pencil, and are entered into a drawing for an end of the year social.

An End of the Year conduct assembly will be held for students with an "E" (K-2) or "A" (grades 3-5) in conduct. All students in the school will attend the assembly. Students who meet the report card requirement will stay after to receive a rewarding treat.

Beginning teachers are required to attend CHAMPs training provided by the District within the first few weeks of school. Teachers needing additional support with student behaviors are required to meet with administrators to develop classroom behavior systems and determine ways to keep students engaged during instructional time.

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.

Mandarin Oaks participates in the Big Brothers/Big Sisters mentoring program with our neighboring high school. Kim's Open Door, a non-profit faith-based organization, also provides mentors for students. The school counselors also visit classrooms throughout the year to teach social skills lessons and they are available for individual or small group counseling, when needed. Because the administrators and the guidance counselors have an open door policy which allows students to bring concerns to their attention, student concerns are always addressed promptly with dignity and respect to all students involved.

3. Early Warning Systems

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

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

Prior to the beginning of the school year, an Attendance Intervention Team is established to assist with excessive student absences and tardies. Before contacting the AIT, teachers are encouraged to contact parents of students with three to four unexcused absences. Beginning in September, the team identifies students with five or more absences and/or tardies each month and meets with parents to discuss the reason(s) for the student's absence and identifies strategies to improve the student's attendance/tardies, such as alternative transportation, bus routes, referral to Extended Day for assistance with before/after school care.

Although the Code of Conduct is used to address student discipline, teachers refer the names of students that may be experiencing difficulty in the classroom to administrators after meeting with

parents to make them aware of possible difficulties and discuss ways to proactively improve student behavior.

At the beginning of the school year, grade levels meet to review diagnostic data (ie:iReady, Achieve3000, Growth Monitoring Assessments, FCAT, FSA, etc.) and identify students who may need additional support.

At the end of each quarter, teachers provide the names of students receiving a grade of "D" or "F" in ELA, Math, or Science to their respective administrator.

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	6	5	7	4	9	3	0	0	0	0	0	0	0	34
One or more suspensions	0	0	1	1	0	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	3	6	1	3	1	1	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	3	13	17	0	0	0	0	0	0	0	33

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	2	2	1	1	2	1	0	0	0	0	0	0	0	9

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

In order to improve student attendance and/or tardies, the parents of students who have five or more unexcused absences and/or tardies are sent a letter requesting a conference to discuss reasons why the student has been absent and discuss best strategies to help improve student attendance and/or tardies, such as alternative transportation, possible bus routes, referral to Extended Day for assistance with before/after school care.

In an effort to decrease the number of student suspensions, administrators take an active role to address student behavior. During the first week of school, administrators meet with students on every grade level to go over school-wide expectations for behavior and consequences for misbehavior are also reviewed. Teachers are required to implement CHAMPS in and out of the classroom and establish and maintain effective rituals and routines.

If a student misbehaves and the behavior warrants something beyond a mild misbehavior form or exhibits a misbehavior of a more severe nature, the parents are immediately contacted for a parent/teacher/administrator conference. During the conference, the participants work collaboratively to create strategies for the student to improve his/her behavior and to come up with possible behavioral interventions.

Teachers will submit the names of students that may be experiencing difficulty in the classroom to administrators after meeting with parents to make them aware of possible difficulties and discuss ways to improve student behavior. Then administrators and teachers meet to discuss possible

interventions. Students may also be assigned a mentor if the parent agrees. If the student receives a referral, then the Code of Conduct will be used to assign consequences. If inappropriate behavior continues, then a conference with the parents is requested and held to discuss interventions and ways to improve student behavior. If necessary, students and parents will be referred to Student Option for Success.

It is our goal to be proactive with students who have failed an ELA, Math, or Science course by meeting with these students daily during MTSS. Students scoring a level 1 and level 2 on statewide assessments, and students that "fall far below" on the Achieve3000 initial diagnostic will participate in MTSS, as well. Teachers will also be required to meet with these students daily during small group instruction, providing scaffolded, explicit instruction.Tutoring will be offered before, during, and after school.

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?

No

1. PIP Link

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

2. Description

The overall goal is to increase parent support and involvement. Parent involvement includes joining PTA, SAC, or by participating or volunteering in school events such as assisting in the classroom during the school day, PTA meetings, SAC meetings, Literacy Night, STEAM Night, and FSA Night. These subject area "Nights" provide educational opportunities for parents to learn about the various aspects of the curriculum and strategies for helping their children at home. Parents and students who attend are exempt from homework for that evening. When possible, low cost dinner options are offered at these events.

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

The school recruits and sustains partnerships within the community to support the school and student achievement. Prior to the start of the school year, the Volunteer Liaison identifies specific school needs and contacts various businesses to determine if cash donations or in-kind donations such as mentoring, incentives for students (ie:gift cards, certificates, coupons, etc), host events, or school beautification can be provided by the business. If a business agrees to form a partnership with the school, then the Volunteer Liaison and the business owner meet to review and complete the Business Partner Agreement. As a token of the school's appreciation, the business partner's name and/or business is displayed in the school newsletter or marque with words of gratitude.

In addition to the school's business partner, the school maintains an active relationship with the Parent Teacher Association (PTA) to routinely recruit volunteers as well as goods and services for the school.

Our current business partners are City Refrigeration, Tropic Supply, Zoe's Kitchen, and Chili's.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Carson, Patti	Principal
Bodin, Marjorie	Instructional Coach
Edmunds, Darrell	Assistant Principal
Fetner, Rachel	Assistant Principal
McCormick, Amber	Other
Johnson, Jennifer	Instructional Coach

b. Duties

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

Patricia Carson – Principal?

Ms. Carson provides a common vision and mission for the school by setting rigorous expectations, managing classroom instruction in implementing the new curriculum, monitoring lesson plans, and evaluating teachers by completing informal and formal evaluations to promote student academic learning and growth. In an effort to improve teaching and learning, the principal meets monthly with all stakeholders (ie: SAC, PTA, Steering Committee) to discuss and make decisions that involve all parties affected by the teaching and learning process.

Darrell Edmunds and Rachel Fetner – Assistant Principal?s

In addition to managing the daily operations of the school, both assistant principals are proactive at analyzing data, managing curriculum, monitoring lesson plans, and evaluating teachers by completing both informal and formal evaluations to encourage quality instruction and thus, promote student academic learning. The assistant principals also provide information to the teachers and students about school-wide and class room behavior programs and also follow through with students who misbehave. When dealing with students with specific behavioral concerns, they may participate in behavioral data collection, collaborate with teachers and staff to implement behavioral intervention, and provide professional development to faculty and staff working with students experiencing difficulty.

Marjorie Bodin and Jennifer Johnson - Literacy Coaches?

As active participants in the Leadership Team, Mrs. Bodin and Mrs. Johnson participate in classroom walk-throughs and follow up by providing suggestions to administrators on improving individual teacher instruction. Although they can not evaluate teachers due to their current positions, they often provide individual teachers with assistance and suggestions for improvement. Our coaches analyze assessment data with the Leadership Team to assist in determining teacher effectiveness. During PLCs they provide guidance and support to assist teachers in building capacity and effectiveness to deliver classroom instruction with our new core curriculum. During Professional Learning Community trainings, they direct teachers in lesson planning, comparing student work, conducting data digs

utilizing assessment data, developing differentiated groups for centers, and creating assessments. Mrs. Bodin and Mrs. Johnson also provide technical support to teachers and staff regarding data management and display.

Amber McCormick - Gifted and Talented Education Coordinator

Mrs. McCormick provides instructional support for our gifted and talented community. She oversees project-based learning for the students, assisting the teachers with guidance in planning appropriate and challenging activities. Additionally, she helps teachers to develop extension activities to enrich the core curriculum. Mrs. McCormick assists in the staffing of gifted students and updating of their Education Plans. She monitors student data to help the teachers make instructional decisions. She serves as a liaison between the school and the parents by sharing information about the G.A.T.E. program and answering parent questions.

Nicole Critch - ESE Coordinator

Mrs. Critch's role on the Leadership Team is to serve as the liaison among our self-contained ESE population, resource ESE population, and the administration. Mrs. Critch keeps the Leadership Team informed of district wide policy changes regarding services for ESE Students. She also receives and reviews all data regarding student achievement on all State and District Alternate assessments. Additionally, she is the liaison between staff/ parents and keeps administration informed of all parent concerns and compliments regarding our programs. Nicole is responsible for communicating relevant information with all teachers and therapists to ensure we are following the current district policies. She serves as the LEA for the majority of the IEP's in our school and is responsible for checking IEP's for alignment and legal compliance. Our ESE Coordinator is also responsible for preparing for District and FTE Audits.

Pam Kibler and Taylor Jean – School Counselors

?Mrs. Kibler and Mrs. Jean provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. They link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success. In addition, they also provide consultation services to general and special education teachers, parents, and administrators. They organize group and individual student interventions and conduct direct observation of student behavior.

Andrea Novak - Shared Decision Making Chairperson

Mrs. Novak develops Shared Decision Making Committee Agendas (Steering Committee) for the monthly meetings. She facilitates the meetings through discussions of issues such as school budget, instructional responsibilities of teachers, behavior of students, work environment, the school culture, and any others that might be brought up. In between meetings, she often works with the principal to prioritize needs of faculty and staff while serving as a liaison between teachers and the administration.

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

The school leadership team continually reviews and analyzes resources in order to meet the needs of all students. Prior to the school year, the principal and the entire leadership team review the

Achieve3000 and iReady data, FSA data, as well as the FCAT 2.0 Science scores to determine AMO targets, identify students in the lowest 20%, and overall strengths and weaknesses. Additional resources such as interventionists, tutors, technological materials, supplemental materials, and business partners used the previous year, are evaluated to determine effectiveness and availability for the 2016-2017 school year. If new supplemental materials, mentors, interventionists/tutors or other resources are needed, the needs are discussed by the leadership team for the principal to determine if funds are available to cover the cost in the school budget, School Improvement Funds, or SAI funds. If the principal determines that the needs are consistent with funding guidelines for SIP funds, a request form will be filled out and signed by the principal. During the next SAC meeting, the Request for Funds Form is presented and the request is made by the principal. Each year, the principal also makes funds requests for specific items when the PTA asks for her suggestions on how to best spend the money raised that year through fund-raising activities.

Supplemental Academic Instruction (SAI) funds will be utilized to provide part-time interventionists and materials to increase the level of proficiency for students that are not meeting pre-identified Lexile levels on Achieve3000 and iReady. The interventionists will provide push-in and some pull-out services for students in reading in grades 4/5. They will also provide TIER 3 interventions for students requiring additional support.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Patricia Carson	Principal
Missy Carter	Parent
Marjorie Bodin	Education Support Employee
Angela Hamilton	Parent
Darrick Seymore	Parent
Maria Lowney	Parent
Heather Kenney	Parent
Margo Crafton	Business/Community
Michelle Prosje	Parent
Cassie Lottman	Parent
Jennette Knoblauch	Parent
Priscilla Franco	Parent
Cameron Stewart	Business/Community
Amber McCormick	Teacher
Pankaj Sharma	Parent
Wendy Norfleet	Parent
Lillian Jackson	Parent
Darrell Edmunds	Education Support Employee
Rachel Fetner	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council reviewed the 2015-2016 School Improvement Plan during the January SAC meeting when the Mid-Year Stakeholder Report was presented. The Mid-Year Stakeholder Report provided assessment data and showed members the student's progress towards meeting the school improvement goals for reading, math, and science.

b. Development of this school improvement plan

To assist with the development of the school improvement plan, the leadership team worked in a committee to create a list of strategies and barriers based on priorities expressed by the staff. SAC will be presented with a copy of the plan for review, and their feedback will be welcome for additions or deletions to the current plan. The completed draft of the School Improvement Plan will be presented at the September SAC meeting, and another opportunity for feedback will be provided.

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

Although the District uses the Staff Allocation Model, the principal reviewed and shared the school budget with SAC members during the September SAC meeting. The principal explained the FTE, and number of positions allocated for classroom teachers and resource teachers. The principal also shared positions generated to support additional academic needs of students, such as tutors and interventionist positions.

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

In March 2015, administrators and the instructional coach compiled a list of materials needed to support the implementation of the Florida Standards. Among this list of items were technological materials needed to increase levels of engagement throughout classrooms. Realizing the need to increase both engagement and technology, the School Advisory Team voted to purchase MimioTeach interactive whiteboard systems for classrooms.

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
Bodin, Marjorie	Instructional Coach
Carson, Patti	Principal
Edmunds, Darrell	Assistant Principal
Fetner, Rachel	Assistant Principal
Johnson, Jennifer	Instructional Coach

b. Duties

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

The Literacy Leadership Team (LLT) works to implement Duval Reads and the instructional framework in all literacy blocks as well as works to increase the use of complex and informational texts in the classroom on a daily basis. The LLT assists in the implementation of the new Saxon curriculum in the primary grades. The goal of the LLT is to ensure the implementation of Duval Reads and center rotations in all ELA classrooms with fidelity. This is done through constant collaboration of ELA teachers both within and across grade levels to review best practices. A student-focused goal of the LLT is to promote a love for reading and provide the support and assistance needed to maximize student achievement. Team members model best practices and provide professional development that allows teachers the opportunity to incorporate research-based instructional strategies in their core curriculum and centers.

D. Public and Collaborative Teaching

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

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

Mandarin Oaks Elementary provides several opportunities each week for teachers on all grade levels to work collaboratively. One day a week, each grade level meets with the literacy coach for professional learning community. During this time, teachers analyze data to drive instruction, review district curriculum guides, and create student lessons that are engaging and rigorous. Mentor teachers are assigned to help new teachers become acclimated to the faculty, and become comfortable with the school. When teachers are assigned to new grade levels, support is provided to that teacher by the veteran members of the grade level. The personal and professional accomplishments of teachers are celebrated at each faculty meeting. Teachers are celebrated daily during Teacher Appreciation Week.

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

Mandarin Oaks Elementary takes great pride in its teachers and works proactively to retain their services and recruit those who are highly qualified. Mandarin Oaks works collaboratively with local colleges to host literacy interns, pre-interns obtaining field experience, and student teachers finalizing their course of study to become full-time certified and ESOL endorsed teachers. By doing this, our school has the opportunity to recruit teachers with current research-based training and those who are already familiar with our students and programs.

In order to maintain our highly-qualified teachers, Mandarin Oaks provides continuous support to its staff. On the first day of school, all new faculty members meet with administrators to receive new teacher handbooks, pertinent information, and training to assure a successful school year. In addition, all new teachers are partnered with a veteran and highly qualified teacher to serve as their mentor and work hand-in-hand with them throughout the year to create a smooth transition. Marjorie Bodin, our literacy coach and professional development facilitator, leads the Teacher Development and Support program for teachers with three or fewer years of service as well as those experienced teachers who are in need of additional support. The TDAS program participants have regularly scheduled meetings each month to review district expectations and to address the needs and concerns of our novice teachers.

All teachers are given the opportunity to observe their peers and participate in professional learning communities. This allows all teachers to grow and develop effective and highly-effective instructional practices. Professional development opportunities in current research-based methods are provided for all faculty members to enhance continuity and create highly-qualified teachers. All Gifted and Talented Education (G.A.T.E.) teachers will begin courses to receive their Gifted Endorsement. All ELA teachers receive instructional support from our literacy coaches to assist them in cultivating best teaching practices. All math teachers will receive professional development opportunities from the leadership

team for prescribing instruction specific to their students' needs and developing resources for core curriculum and center rotation use.

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

Beginning teachers as well as experienced teachers in need of improvement or new to Mandarin Oaks are paired with an effective or highly effective teacher to be their mentor. Mentors and mentees are paired according to subject and /or grade commonalities. The mentor teacher and mentee work together through all steps of the Teacher Development and Support program. The program is coordinated by the professional development facilitator. All participants in the program meet on the first Wednesday afternoon of every month to discuss needed training, resources, focus observations, and district expectations. All teachers are provided with continuous support for modeling best practices, resources to enhance instructional delivery, and professional development to improve classroom management as well as develop highly qualified teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The leadership team of Mandarin Oaks Elementary works closely with all academic departments within DCPS to ensure that teachers are following the district-designed curriculum guides, which provide thorough direction of Florida Standards, including best practices and materials to implement our new standards. The leadership team observes classrooms on a weekly basis to determine if lessons taught align with the requirements of the LAFS and MAFS. Lessons are also observed for implementation of response mechanisms as indicated by the FSA Item Specifications. Teachers needing support with implementation of standards are referred to the school's instructional coaches, and school wide overarching areas of concern are addressed in weekly PLCs. Once areas of concern have been addressed and steps of action identified, the leadership team once again observes to ensure that improvements are made to ensure quality instruction.

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.

The leadership team reviews district and state assessment data to ensure that students are assigned to teachers who can best differentiate instruction to meet their needs and establish relationships with the students. Within Professional Learning Communities, teachers review data with a member of the leadership team and look for trends, strengths, and areas of improvement. Assessments are also designed to meet the needs of the Florida Standards. Once data is reviewed, teachers work collaboratively to develop individualized activities that best meet the needs of students. Students work in small differentiated learning groups at their level, and instruction is scaffolded to support students as they work towards mastery of the Florida Standards. MTSS instruction is individualized by all grade levels to provide support or enrichment for students. Students with disabilities are provided additional support from Varying Exceptionalities Education Teachers to address their areas of concern.

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: Before School Program

Minutes added to school year: 1,080

The students scoring level 1 and level 2 on the previous year's FSA will be encouraged to attend before and/or after school tutoring. Students identified as 'falling far below' on Achieve3000 Level Set are also targeted for enrichment. The tutoring sessions are before and/or after school.

Strategy Rationale

Assessment data of many of the students revealed that the students need more practice with strengthening reading skills. Students will also benefit from small group instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bodin, Marjorie, bodinm@duvalschools.org

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

Students will utilize Ready Florida Standards Reading Program by Curriculum Associates for tutoring. This curriculum includes a pre/post test to measure student growth.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The faculty and staff at Mandarin Oaks Elementary work hard to ensure that elementary transitions for students are successful. In order to prepare incoming parents and students for kindergarten, the school works closely with PTA to host the Kindergarten Round Up. This event is advertised by making all local child care facilities and pre-kindergarten providers aware of dates and times through phone calls and flyers for parents. During this event, parents are given tours of our kindergarten classrooms and school facilities. Each kindergarten teacher attends and provides parents with strategies to help our prospective students transition from the daycare setting to a full school day. Child Care Facilities in the area also schedule field trips to the school to allow preschool children to tour the school.

In order to transition fifth grade students to middle school, a middle school counselor visits the school to inform students of the various activities and electives available in middle school. Field trips are scheduled to middle schools within our feeder pattern. Fifth grade students are accompanied by the school counselor and are given a tour of the middle school campus. Students then meet with the middle school counselors and discuss available elective classes as well as student expectations for middle school.

In addition to supporting students transitioning to kindergarten and sixth grade, in January and February, the school will offer tours to invite perspective kindergarten through fifth grade students and

their parents to visit the school to gain an understanding of the Gifted and Talented Education program.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

G1. If we provide rigorous content which requires students to take ownership for their learning in literacy, then student achievement outcomes will increase across all grade levels.

G2. If we increase our students' ability to demonstrate and apply understanding of mathematical concepts using appropriate scaffolding and accountable student discussion, then we will increase student achievement on the Mathematics FSA and iReady Diagnostic.

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 provide rigorous content which requires students to take ownership for their learning in literacy, then student achievement outcomes will increase across all grade levels. [1a]

🔍 G086630

Targets Supported [1b]

Indicator	Annual Target
AMO Reading - All Students	89.0

Targeted Barriers to Achieving the Goal [3]

- Lack of student engagement

- Effectively utilizing reading strategies in both literary and informational content-rich and complex texts in small group instruction

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Duval Reads - Core Knowledge and Expeditionary Learning

- Science Leveled Readers

- K-2 Lucy Calkins Units of Study in Opinion, Narrative, and Informational Writing

- Close Reading Baskets

- Literacy Coaches

- Super Science, National Geographic magazines, Time for Kids

- Making Words and other vocabulary resources

- Achieve3000 online computer program for grades 3-5

- iReady Reading online computer program for grades K-5

- Saxon Phonics and Spelling K-2

- TTS

- Reading A to Z

- Scholastic Libraries

Plan to Monitor Progress Toward G1. [8]

iReady Diagnostic Performance, FSA Performance, Achieve3000 Level Set, Book Totals for Classrooms and Grade Levels

Person Responsible

Patti Carson

Schedule

Monthly, from 8/23/2016 to 6/1/2017

Evidence of Completion

iReady Diagnostic Performance, FSA Performance, Achieve3000 Level Set, Book Totals for Classrooms and Grade Levels, Lesson Plans

G2. If we increase our students' ability to demonstrate and apply understanding of mathematical concepts using appropriate scaffolding and accountable student discussion, then we will increase student achievement on the Mathematics FSA and iReady Diagnostic. 1a

🔑 G086631

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	89.0

Targeted Barriers to Achieving the Goal 3

- Time to implement core curriculum.

- Consistent implementation of differentiated and rigorous student centers with fidelity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMs MEAs

- iReady Data

- District Specialist

- Manipulatives

- iReady Teacher Toolbox

- EnVision Resource Materials

- School-Wide Math Center Library

Plan to Monitor Progress Toward G2. 8

Lesson plans, informal/formal observations, classroom walk-throughs, iReady usage reports, growth monitoring and diagnostic data, FSA Math Assessment

Person Responsible

Patti Carson

Schedule

Weekly, from 8/23/2016 to 6/1/2017

Evidence of Completion

Differentiated lesson plans, student proficiency performance on 2017 FSA Math assessment, weekly data showing consistent blended learning usage, iReady end-of-year diagnostic data, classroom walk-throughs indicating implementation of the Pillars of Excellent Instruction in math

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. If we provide rigorous content which requires students to take ownership for their learning in literacy, then student achievement outcomes will increase across all grade levels. [1]

🔑 G086630

G1.B1 Lack of student engagement [2]

🔑 B230261

G1.B1.S1 Implement school-wide reading incentive. [4]

🔑 S242900

Strategy Rationale

Providing motivational incentives will encourage students and increase reading stamina.

Action Step 1 [5]

Create school wide reading incentive program: Riding the Reading Wave of Success

Person Responsible

Marjorie Bodin

Schedule

Monthly, from 8/23/2016 to 6/1/2017

Evidence of Completion

Classroom display of number of books read, painted wave windows with class surfboards displaying monthly class competition with Big Kahuna trophy display in winning classroom

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

Create school wide reading incentive program: Riding the Reading Wave of Success

Person Responsible

Marjorie Bodin

Schedule

Quarterly, from 8/23/2016 to 6/1/2017

Evidence of Completion

Classroom reading displays, surfboards on school windows with current book numbers displayed, students wearing reading hats with pins earned if they meet their quarterly goals

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

Quarterly incentives, classroom walk-throughs, formal/informal observations, PLC agenda and attendance sheets, classroom display, monthly book totals spreadsheets

Person Responsible

Patti Carson

Schedule

Quarterly, from 8/23/2016 to 6/1/2017

Evidence of Completion

Achieve3000 usage reports, iReady usage reports, 2016 FSA English Language Arts, 2016 FCAT 2.0 Science

G1.B1.S2 Transition from teacher-led classroom lessons to lessons driven by students engaged in meaningful conversation. 4

🔍 S242901

Strategy Rationale

Allowing students to read and discuss lessons to share thoughts and ideas will increase student engagement.

Action Step 1 5

Teachers will receive training to implement student engagement activities in daily lessons.

Person Responsible

Jennifer Johnson

Schedule

Quarterly, from 8/23/2016 to 6/1/2017

Evidence of Completion

lesson plans, classroom artifacts, PLC artifacts

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

Teachers will participate in professional development opportunities to learn various student engagement strategies to increase on-task behavior and cooperative learning.

Person Responsible

Jennifer Johnson

Schedule

Quarterly, from 8/23/2016 to 6/1/2017

Evidence of Completion

Lesson plans, PLC artifacts and agendas, classroom posters

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

Lesson plans, classroom walk-throughs, PLC artifacts

Person Responsible

Darrell Edmunds

Schedule

Monthly, from 8/23/2016 to 6/1/2017

Evidence of Completion

Effective student engagement during formal/informal observations, student-driven activities during core curriculum and center rotations

G1.B2 Effectively utilizing reading strategies in both literary and informational content-rich and complex texts in small group instruction `2`
🔑 B230262

G1.B2.S1 Integrate more complex texts into teacher-led small group instruction. `4`
🔑 S242902

Strategy Rationale

By using more complex texts during instruction, students will have exposure to appropriately challenging grade level material. This access to rigorous material will allow students to apply multiple standards instead of focusing on standards in isolation.

Action Step 1 `5`

Teachers will use the Achieve3000 stretch articles, Readwork articles, Reading A to Z texts, and novels in small group instruction.

Person Responsible

Darrell Edmunds

Schedule

Weekly, from 8/23/2016 to 6/1/2017

Evidence of Completion

Small group instruction lesson plans, classroom walk-throughs, informal/formal observations, Achieve3000 lessons passed

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

Administrators monitor small group instruction plans, Achieve3000 usage, and lessons passed.

Person Responsible

Darrell Edmunds

Schedule

Monthly, from 8/23/2016 to 6/1/2017

Evidence of Completion

Lesson plans, student artifacts from teacher-led groups, Achieve3000 usage and lessons, classroom walk-throughs, formal/informal observations

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

Lesson plans,classroom walk-throughs, formal/Informal observations, usage reports for Achieve3000,
FSA results, iReady diagnostic results in literary and informational comprehension

Person Responsible

Darrell Edmunds

Schedule

Monthly, from 8/23/2016 to 6/1/2017

Evidence of Completion

Usage report for Achieve3000,increased Lexile levels, 2016 FCAT 2.0 Science, 2016 FSA English Language Arts, iReady diagnostic results in comprehension

G1.B2.S2 Implement techniques from "The Reading Strategies Book" during classroom instruction. 4

🔑 S242903

Strategy Rationale

By using "The Reading Strategies Book", teachers will be provided with a variety of methods for differentiating instruction and meeting the needs of all students.

Action Step 1 5

Teachers will attend training on using "The Reading Strategies Book" and implement the strategies in their reading centers and small group instruction.

Person Responsible

Jennifer Johnson

Schedule

Quarterly, from 9/26/2016 to 6/1/2017

Evidence of Completion

PLC artifacts and agendas, PLC sign-in sheets, marked book pages

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

Differentiated lesson plans implementing "The Reading Strategies Book" activities

Person Responsible

Jennifer Johnson

Schedule

Daily, from 9/26/2016 to 6/1/2017

Evidence of Completion

Small group lesson plans, center activities, classroom walk-throughs

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

Lesson plans, classroom walk-throughs, formal/informal observations, center rotations

Person Responsible

Patti Carson

Schedule

Monthly, from 9/26/2016 to 6/1/2017

Evidence of Completion

Small group instruction lesson plans, 2017 FSA English Language Arts, Achieve3000 Level Set, iReady Reading Diagnostic

G2. If we increase our students' ability to demonstrate and apply understanding of mathematical concepts using appropriate scaffolding and accountable student discussion, then we will increase student achievement on the Mathematics FSA and iReady Diagnostic. 1

🔑 G086631

G2.B1 Time to implement core curriculum. 2

🔑 B230263

G2.B1.S1 Teachers will discuss time management techniques for core curriculum. 4

🔑 S242904

Strategy Rationale

If teachers carefully prescribe lesson components that best meet the needs of their students, then teachers can maximize instructional time and increase student learning gains. This efficient use of time will allow for consistent implementation of differentiated centers.

Action Step 1 5

During PLCs, teachers will reflect on the components of the instructional framework for math, and discuss best practices to ensure all components are included in the mathematics block. Teachers will choose fluency activities and problems from the problem set that best reflect the needs of their learners.

Person Responsible

Rachel Fetner

Schedule

Weekly, from 8/31/2016 to 6/1/2017

Evidence of Completion

Student work, student journal entries, differentiated lesson plans, PLC agendas, selected fluency activities and problems chosen for lessons

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

Conduct and attend the majority of the PLCs, monitor lesson implementation to ensure teachers are considering time requirements and choosing appropriate lesson components during core instruction

Person Responsible

Rachel Fetner

Schedule

Weekly, from 8/31/2016 to 6/1/2017

Evidence of Completion

student workbooks, student journal entries

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

iReady diagnostic and growth monitoring performance, monitor evidence of core instruction with differentiated instructional decisions

Person Responsible

Rachel Fetner

Schedule

Monthly, from 8/31/2016 to 6/1/2017

Evidence of Completion

Student journals and student work posted in classroom, formal/informal observations, walk-throughs, iReady performance

G2.B2 Consistent implementation of differentiated and rigorous student centers with fidelity. [2]

🔑 B230264

G2.B2.S1 During PLCs, administrators will provide grade level planning to disaggregate data and identify student deficits to reinforce during center rotations. [4]

🔑 S242905

Strategy Rationale

If teachers have an opportunity to collaborate with their grade level to look for patterns in student needs, then teachers can select data-driven center activities that are differentiated for individual students.

Action Step 1 [5]

Teachers will analyze the results of iReady diagnostic assessments, growth monitoring assessments, end-of-unit module assessments, mid-year scrimmages, and exit tickets.

Person Responsible

Rachel Fetner

Schedule

Monthly, from 8/23/2016 to 6/1/2017

Evidence of Completion

PLC agendas and artifacts, disaggregated iReady data, student data chats

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

PLC artifacts and agendas, PLC attendance sheets, differentiated lesson plans, data notebooks

Person Responsible

Rachel Fetner

Schedule

Monthly, from 8/31/2016 to 6/1/2017

Evidence of Completion

PLC and early dismissal meeting agenda and attendance sheets, differentiated lesson plans, disaggregated data sheets, data notebooks

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

iReady diagnostics, growth monitoring assessments, and FSA assessments

Person Responsible

Patti Carson

Schedule

Monthly, from 8/31/2016 to 6/1/2017

Evidence of Completion

iReady diagnostic scores, growth monitoring assessments, 2017 Math FSA

G2.B2.S2 Teachers will work collaboratively to ensure center activities implemented during center rotations are aligned to Florida Standards. `4`

🔑 S242906

Strategy Rationale

If teachers utilize rigorous centers that align to Florida Standards, then they will reinforce skills and concepts to maximize the impact of center activities.

Action Step 1 `5`

During PLCs, teachers will meet to discuss math concepts, progressions, and best practices as outlined in the Florida Standards. Only effective centers aligned to the Florida Standards will be utilized, and ineffective or unaligned centers will be removed from rotations.

Person Responsible

Rachel Fetner

Schedule

Monthly, from 8/31/2016 to 6/1/2017

Evidence of Completion

Differentiated center activities, differentiated lesson plans, center display for student reference

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Monitor instructional focus of differentiated lesson plans and center activities, walk-throughs, formal/informal observations, classroom center displays

Person Responsible

Rachel Fetner

Schedule

Monthly, from 8/31/2016 to 6/1/2017

Evidence of Completion

iReady usage reports, student artifacts of center participation, differentiated lesson plans, center displays

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Monitor iReady diagnostic and growth monitoring data, formative and summative assessments, mid-year scrimmages, exit tickets

Person Responsible

Patti Carson

Schedule

Monthly, from 8/31/2016 to 6/1/2017

Evidence of Completion

iReady diagnostic and growth monitoring reports, formative and summative assessment data, Performance Matters data reports

G2.B2.S3 Teachers will receive professional development on the utilization of the school-wide math center library. 4

🔑 S242907

Strategy Rationale

By informing the staff of how and when to use these pre-made center activities aligned to Florida Standards, there will be more materials for center rotations.

Action Step 1 5

During PLCs, teachers will preview materials available in the library for Math centers.

Person Responsible

Rachel Fetner

Schedule

On 10/14/2016

Evidence of Completion

PLC agendas and attendance sheets, Check-out forms

Action Step 2 5

During walk-throughs, the leadership team will identify rigorous and engaging centers that are aligned to the standards.These selected centers will be added to the library throughout the school year.

Person Responsible

Rachel Fetner

Schedule

Monthly, from 9/9/2016 to 6/1/2017

Evidence of Completion

Addition of new center activities to School-Wide Math Library

Plan to Monitor Fidelity of Implementation of G2.B2.S3 [6]

Monitor check-out forms for check-outs and returns, monitor differentiated lesson plans

Person Responsible

Rachel Fetner

Schedule

Monthly, from 9/9/2016 to 6/1/2017

Evidence of Completion

Differentiated lesson plans utilizing centers from the library, centers visible in classroom rotations

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 [7]

iReady growth monitoring and diagnostic data to ensure growth in the various domains, end-of-module assessments, mid-year scrimmages, exit tickets

Person Responsible

Patti Carson

Schedule

Quarterly, from 9/9/2016 to 6/1/2017

Evidence of Completion

iReady diagnostic data, growth monitoring data, module assessments, mid-year scrimmage data, exit tickets, student journals

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S3.A1 🔑 A314320	During PLCs, teachers will preview materials available in the library for Math centers.	Fetner, Rachel	9/9/2016	PLC agendas and attendance sheets, Check-out forms	10/14/2016 one-time
G1.MA1 🔑 M325080	iReady Diagnostic Performance, FSA Performance, Achieve3000 Level Set, Book Totals for Classrooms...	Carson, Patti	8/23/2016	iReady Diagnostic Performance, FSA Performance, Achieve3000 Level Set, Book Totals for Classrooms and Grade Levels, Lesson Plans	6/1/2017 monthly
G2.MA1 🔑 M325089	Lesson plans, informal/formal observations, classroom walk-throughs, iReady usage reports, growth...	Carson, Patti	8/23/2016	Differentiated lesson plans, student proficiency performance on 2017 FSA Math assessment, weekly data showing consistent blended learning usage, iReady end-of-year diagnostic data, classroom walk-throughs indicating implementation of the Pillars of Excellent Instruction in math	6/1/2017 weekly
G1.B1.S1.MA1 🔑 M325072	Quarterly incentives, classroom walk-throughs, formal/informal observations, PLC agenda and...	Carson, Patti	8/23/2016	Achieve3000 usage reports, iReady usage reports, 2016 FSA English Language Arts, 2016 FCAT 2.0 Science	6/1/2017 quarterly
G1.B1.S1.MA1 🔑 M325073	Create school wide reading incentive program: Riding the Reading Wave of Success	Bodin, Marjorie	8/23/2016	Classroom reading displays, surfboards on school windows with current book numbers displayed, students wearing reading hats with pins earned if they meet their quarterly goals	6/1/2017 quarterly
G1.B1.S1.A1 🔑 A314313	Create school wide reading incentive program: Riding the Reading Wave of Success	Bodin, Marjorie	8/23/2016	Classroom display of number of books read, painted wave windows with class surfboards displaying monthly class competition with Big Kahuna trophy display in winning classroom	6/1/2017 monthly
G1.B2.S1.MA1 🔑 M325076	Lesson plans,classroom walk-throughs, formal/Informal observations, usage reports for Achieve3000,...	Edmunds, Darrell	8/23/2016	Usage report for Achieve3000,increased Lexile levels, 2016 FCAT 2.0 Science, 2016 FSA English Language Arts, iReady diagnostic results in comprehension	6/1/2017 monthly
G1.B2.S1.MA1 🔑 M325077	Administrators monitor small group instruction plans, Achieve3000 usage, and lessons passed.	Edmunds, Darrell	8/23/2016	Lesson plans, student artifacts from teacher-led groups, Achieve3000 usage and lessons, classroom walk-throughs, formal/informal observations	6/1/2017 monthly
G1.B2.S1.A1 🔑 A314315	Teachers will use the Achieve3000 stretch articles, Readwork articles, Reading A to Z texts, and...	Edmunds, Darrell	8/23/2016	Small group instruction lesson plans, classroom walk-throughs, informal/ formal observations, Achieve3000 lessons passed	6/1/2017 weekly
G2.B1.S1.MA1 🔑 M325081	iReady diagnostic and growth monitoring performance, monitor evidence of core instruction with...	Fetner, Rachel	8/31/2016	Student journals and student work posted in classroom, formal/informal observations, walk-throughs, iReady performance	6/1/2017 monthly
G2.B1.S1.MA1 🔑 M325082	Conduct and attend the majority of the PLCs, monitor lesson implementation to ensure teachers are...	Fetner, Rachel	8/31/2016	student workbooks, student journal entries	6/1/2017 weekly
G2.B1.S1.A1 🔑 A314317	During PLCs, teachers will reflect on the components of the instructional framework for math, and...	Fetner, Rachel	8/31/2016	Student work, student journal entries, differentiated lesson plans, PLC agendas, selected fluency activities and problems chosen for lessons	6/1/2017 weekly
G2.B2.S1.MA1 🔑 M325083	iReady diagnostics, growth monitoring assessments, and FSA assessments	Carson, Patti	8/31/2016	iReady diagnostic scores, growth monitoring assessments, 2017 Math FSA	6/1/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1 M325084	PLC artifacts and agendas, PLC attendance sheets, differentiated lesson plans, data notebooks	Fetner, Rachel	8/31/2016	PLC and early dismissal meeting agenda and attendance sheets, differentiated lesson plans, disaggregated data sheets, data notebooks	6/1/2017 monthly
G2.B2.S1.A1 A314318	Teachers will analyze the results of iReady diagnostic assessments, growth monitoring assessments,...	Fetner, Rachel	8/23/2016	PLC agendas and artifacts, disaggregated iReady data, student data chats	6/1/2017 monthly
G1.B1.S2.MA1 M325074	Lesson plans, classroom walk-throughs, PLC artifacts	Edmunds, Darrell	8/23/2016	Effective student engagement during formal/informal observations, student-driven activities during core curriculum and center rotations	6/1/2017 monthly
G1.B1.S2.MA1 M325075	Teachers will participate in professional development opportunities to learn various student...	Johnson, Jennifer	8/23/2016	Lesson plans, PLC artifacts and agendas, classroom posters	6/1/2017 quarterly
G1.B1.S2.A1 A314314	Teachers will receive training to implement student engagement activities in daily lessons.	Johnson, Jennifer	8/23/2016	lesson plans, classroom artifacts, PLC artifacts	6/1/2017 quarterly
G1.B2.S2.MA1 M325078	Lesson plans, classroom walk-throughs, formal/informal observations, center rotations	Carson, Patti	9/26/2016	Small group instruction lesson plans, 2017 FSA English Language Arts, Achieve3000 Level Set, iReady Reading Diagnostic	6/1/2017 monthly
G1.B2.S2.MA1 M325079	Differentiated lesson plans implementing "The Reading Strategies Book" activities	Johnson, Jennifer	9/26/2016	Small group lesson plans, center activities, classroom walk-throughs	6/1/2017 daily
G1.B2.S2.A1 A314316	Teachers will attend training on using "The Reading Strategies Book" and implement the strategies...	Johnson, Jennifer	9/26/2016	PLC artifacts and agendas, PLC sign-in sheets, marked book pages	6/1/2017 quarterly
G2.B2.S2.MA1 M325085	Monitor iReady diagnostic and growth monitoring data, formative and summative assessments, mid-year...	Carson, Patti	8/31/2016	iReady diagnostic and growth monitoring reports, formative and summative assessment data, Performance Matters data reports	6/1/2017 monthly
G2.B2.S2.MA1 M325086	Monitor instructional focus of differentiated lesson plans and center activities, walk-throughs,...	Fetner, Rachel	8/31/2016	iReady usage reports, student artifacts of center participation, differentiated lesson plans, center displays	6/1/2017 monthly
G2.B2.S2.A1 A314319	During PLCs, teachers will meet to discuss math concepts, progressions, and best practices as...	Fetner, Rachel	8/31/2016	Differentiated center activities, differentiated lesson plans, center display for student reference	6/1/2017 monthly
G2.B2.S3.MA1 M325087	iReady growth monitoring and diagnostic data to ensure growth in the various domains, end-of-module...	Carson, Patti	9/9/2016	iReady diagnostic data, growth monitoring data, module assessments, mid-year scrimmage data, exit tickets, student journals	6/1/2017 quarterly
G2.B2.S3.MA1 M325088	Monitor check-out forms for check-outs and returns, monitor differentiated lesson plans	Fetner, Rachel	9/9/2016	Differentiated lesson plans utilizing centers from the library, centers visible in classroom rotations	6/1/2017 monthly
G2.B2.S3.A2 A314321	During walk-throughs, the leadership team will identify rigorous and engaging centers that are...	Fetner, Rachel	9/9/2016	Addition of new center activities to School-Wide Math Library	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. If we provide rigorous content which requires students to take ownership for their learning in literacy, then student achievement outcomes will increase across all grade levels.

G1.B1 Lack of student engagement

G1.B1.S2 Transition from teacher-led classroom lessons to lessons driven by students engaged in meaningful conversation.

PD Opportunity 1

Teachers will receive training to implement student engagement activities in daily lessons.

Facilitator

Literacy Coaches

Participants

K-5 Teachers

Schedule

Quarterly, from 8/23/2016 to 6/1/2017

G1.B2 Effectively utilizing reading strategies in both literary and informational content-rich and complex texts in small group instruction

G1.B2.S2 Implement techniques from "The Reading Strategies Book" during classroom instruction.

PD Opportunity 1

Teachers will attend training on using "The Reading Strategies Book" and implement the strategies in their reading centers and small group instruction.

Facilitator

Marjorie Bodin, Jennifer Johnson

Participants

ELA Teachers gr. K-5

Schedule

Quarterly, from 9/26/2016 to 6/1/2017

G2. If we increase our students' ability to demonstrate and apply understanding of mathematical concepts using appropriate scaffolding and accountable student discussion, then we will increase student achievement on the Mathematics FSA and iReady Diagnostic.

G2.B1 Time to implement core curriculum.

G2.B1.S1 Teachers will discuss time management techniques for core curriculum.

PD Opportunity 1

During PLCs, teachers will reflect on the components of the instructional framework for math, and discuss best practices to ensure all components are included in the mathematics block. Teachers will choose fluency activities and problems from the problem set that best reflect the needs of their learners.

Facilitator

Principal, Assistant Principals, Professional Development Facilitators

Participants

Mathematics teachers

Schedule

Weekly, from 8/31/2016 to 6/1/2017

G2.B2 Consistent implementation of differentiated and rigorous student centers with fidelity.

G2.B2.S1 During PLCs, administrators will provide grade level planning to disaggregate data and identify student deficits to reinforce during center rotations.

PD Opportunity 1

Teachers will analyze the results of iReady diagnostic assessments, growth monitoring assessments, end-of-unit module assessments, mid-year scrimmages, and exit tickets.

Facilitator

Rachel Fetner, Darrell Edmunds

Participants

All grade level math teachers

Schedule

Monthly, from 8/23/2016 to 6/1/2017

G2.B2.S2 Teachers will work collaboratively to ensure center activities implemented during center rotations are aligned to Florida Standards.

PD Opportunity 1

During PLCs, teachers will meet to discuss math concepts, progressions, and best practices as outlined in the Florida Standards. Only effective centers aligned to the Florida Standards will be utilized, and ineffective or unaligned centers will be removed from rotations.

Facilitator

Professional Development Facilitator, Assistant Principals, Principal

Participants

Classroom Teachers

Schedule

Monthly, from 8/31/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create school wide reading incentive program: Riding the Reading Wave of Success	$0.00
2	G1.B1.S2.A1	Teachers will receive training to implement student engagement activities in daily lessons.	$0.00
3	G1.B2.S1.A1	Teachers will use the Achieve3000 stretch articles, Readwork articles, Reading A to Z texts, and novels in small group instruction.	$0.00
4	G1.B2.S2.A1	Teachers will attend training on using "The Reading Strategies Book" and implement the strategies in their reading centers and small group instruction.	$4,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	2581 - Mandarin Oaks Elementary School	School Improvement Funds		$4,000.00
			Notes: Text sets for small group teacher-led instruction			

5	G2.B1.S1.A1	During PLCs, teachers will reflect on the components of the instructional framework for math, and discuss best practices to ensure all components are included in the mathematics block. Teachers will choose fluency activities and problems from the problem set that best reflect the needs of their learners.	$0.00
6	G2.B2.S1.A1	Teachers will analyze the results of iReady diagnostic assessments, growth monitoring assessments, end-of-unit module assessments, mid-year scrimmages, and exit tickets.	$0.00
7	G2.B2.S2.A1	During PLCs, teachers will meet to discuss math concepts, progressions, and best practices as outlined in the Florida Standards. Only effective centers aligned to the Florida Standards will be utilized, and ineffective or unaligned centers will be removed from rotations.	$0.00
8	G2.B2.S3.A1	During PLCs, teachers will preview materials available in the library for Math centers.	$0.00
9	G2.B2.S3.A2	During walk-throughs, the leadership team will identify rigorous and engaging centers that are aligned to the standards.These selected centers will be added to the library throughout the school year.	$0.00
		Total:	$4,000.00