

Duval County Public Schools

Merrill Road Elementary School



2016-17 Schoolwide Improvement Plan

Merrill Road Elementary School

8239 MERRILL RD, Jacksonville, FL 32277

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

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-2	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Merrill Road 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.

Merrill Road Elementary School faculty and staff will provide students with opportunities to learn and achieve success while holding them accountable for high, individual expectations; collaborating and utilizing data focused instructional practices to assist in developing the whole child.

b. Provide the school's vision statement.

Students will leave Merrill Road Elementary School with the knowledge to succeed by achieving individual expectations for the development of the whole child.

2. School Environment

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

Students have an opportunity to learn and share different students' cultures through the following activities:

- 1) Social Studies Units on People of the World embedded in the ELA curriculum
- 2) Literature and stories of different cultures studied during Reading Core instruction that scaffolds from each grade level to the next.
- 3) Sharing of different ethnics foods in our school's cafeteria
- 4) Extended Research on People of the World utilizing the computer
- 5) Teachers work to provide an environment that is conducive to learn for all students regardless of their origin
- 6) Learning for Life are shared monthly as students work to incorporate the character traits into their daily routine
- 7) Monthly Marvelous Mustang Recognition of a student from each class that has displayed the Learner for Life character trait.

The district utilized the Gallup survey administered to parents, faculty and staff. The data is reviewed and analyzed to determine the impact on the learning environment. The results of the survey are used to help develop plans to improve relationships between all stakeholders.

Our school counselor offers regular meeting opportunities for parents to discuss specific needs that may impact student learning endeavors. In addition, teachers send monthly newsletters home to maintain constant communication between home and school. Our parent involvement events are created to build positive relationships, communicate the school's mission and vision, and keep parents informed of their child's progress.

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

Merrill Road Elementary Faculty and Staff, along with students, have developed school-wide guidelines for success by the daily reciting of the student conduct pledge. The school creates an environment where students feel safe and respected before, during and after school. The students are aware of the district, school, and classroom rules that prevents any form of bullying. Merrill Road employees supervise all common areas before, during, and after school. Parents are kept informed of the processes that ensure the safety of their children through daily communications such as, phone calls and newsletters. Merrill Road creates a culture that positively reinforces student behavior and

aligns to our student conduct pledge. Our guidance counselor provide lessons to the students on appropriate and inappropriate behavior. Faculty and staff have created and/or been trained on Emergency Response Plan of Action in case of a crisis. All classes have a RED Bag with emergency procedures to follow in case of a crisis. Our safety plan includes clearly articulated behaviors and expectations specific to possible emergency protocols. Staff consistently participate in school-wide monthly drills. All faculty and staff are expected to wear ID badges and all visitors MUST check in at the front office where their identification is scanned into the i.d.system. Faculty and staff are constantly monitoring the hall during early morning arrival to ensure that all students get to their classroom safely. Identified faculty and staff escort all students to their departure areas for dismissal. A crossing guard is assigned to cross students safely at the crosswalk. Faculty and staff are on duty until all students have safely left the building. Positive behavior interventions are in place to clearly articulate the school-wide expectations and provide opportunities to review and analyze student discipline data to identify needs and trends.

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.

School-wide Behavior Expectations, Foundations, and CHAMPs have been established, posted, and implemented in all classrooms and throughout the building. These expectations were developed and conveyed to all stakeholders during open house and frequently throughout the school year. Consequences; positive and negative, have been posted so that students are aware of the expectations. The school has developed and implemented a school-wide Positive Behavior Intervention Plan to redirect early warning signs of potential negative consequences. Teachers implement Response to Behavior Interventions to redirect inappropriate behavior. In addition, all classrooms have a chart which allows students to self monitor their behaviors. Merrill Road Elementary School awards learners who are doing a great job of exhibiting the Learning for Life traits. Classroom teachers will choose one student to represent each Learning for Life trait. Student's selected will receives a certificate and he or she is celebrated in the cafeteria with family and friends. Students also will have the opportunity to eat lunch with the Principal / Assistant Principal, for jobs well done. There will be on-going incentives for "caught doing good," through out the school year. Teacher and staff will adhere to interventions and disciplinary actions following the Duval County Student Code of Conduct. Restorative Justice is utilized to guide our students and staff in understanding the cause and effect of decisions and develop consequences that require students to resolve their conflicts and differences in a restorative manner.

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.

Through a variety of programs, our staff strives to meet the social-emotional needs of all student are addressed in a timely manner. To supports this, we will maximize student success in the areas of academic, career, personal/social development through individual, group, classroom guidance lessons, and responsive services. Throughout the year, every student has an opportunity to participate and discuss their likes, dislikes, family make-up, and a variety of other information designed to get to know our students on a more personal level. Big brother/Big Sisters are utilized across the campus to provide mentoring opportunities for our students. Additionally, students from Jacksonville University also provide mentoring support to our students.

Full Service Schools is a resource for our students and families which provides counseling, guidance, and other support through partnership with the United Way. The faculty and staff have been trained in how to identify 'Early Warning Signs' of students with potential concerns that impact learning. We utilize several community resources that provide services to families and students such as: Full Service Schools. Child Guidance, School Counselor, Big Brothers/Big Sisters, Foster Grandma and

Grandpa, Honor Students from High School Feeder School, Instructional Support Personnel, Rapid Response System, Teacher/Student mentors, Child Find and ESE District Support Staff.

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.

We believe that in primary grades, it is critical for students to master key academic skills and to begin to develop good attendance habits. We know that students who have difficulties with key academic skills, and have attendance issues, are more likely to be at-risk. Through the use of Positive Behavior Interventions and our foundations team, discipline data is reviewed, and analyzed monthly to determine trends. From this work, action plans are created to address specific needs. The attendance intervention team meets monthly to review attendance data and develop action plans and truancy contracts for applicable students. Through regular data chats, student district assessment data, checks for understanding, teacher created assessment data and informal classroom data are analyzed to determine learning priorities. Various data sources will be utilized to triangulate data points and identify the level of support needed. Students falling in this category will be monitored to evaluate their progress and impact of tiered interventions. Our staff is trained on Early Warning Signals (ALERT) specific to behavioral concerns, abuse, bullying and crisis or emergency regarding children. This process includes specific protocols regarding what to do in the case of an identified concern. Merrill Road is a Kindergarten through second grade elementary school.

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	2	3	3	0	0	0	0	0	0	0	0	0	0	8
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

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

The following interventions are in place to address students with potential identified early warning signs:

- 1) Monitoring of average daily attendance (Monthly AIT Meetings)
- 2) Quarterly attendance recognition programs (AIT)
- 3) Small group instruction, teacher led instruction
- 3) RtI Interventions -academic intervention strategies , data driven instruction, Tier I,II,& III interventions,

differentiated small group instruction, ESE support team, (ISP) Instructional Support Personnel/Paras, Reading Coach, Technology Resource Programs (I-Ready).

4) Referral/monitoring for Multidisciplinary Team

5) Referral for community counseling by outside agencies

6) Assign student to a mentor

7) Provide remedial and tutorial opportunities

8) (PBIS) Positive Behavior Intervention Strategies

9) Full service schools resources

Through the use of the Positive Behavior Interventions and Supports (PBIS) Plan and Foundations Team, discipline data is reviewed, disaggregated, and analyzed monthly to determine trends. From this work, action plans are created to address identified needs.

*The attendance intervention team meets monthly to review attendance data and develop action plans and truancy contracts for applicable students.

*Through regular data chats, student district assessment data, checks for understanding, teacher created assessment data and informal classroom data is analyzed to determine at-risk students.

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/311638>.

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.

Leadership Team serves as the primary public relations contact for business partnerships, reaching out for opportunities to expand and build upon the connections within the school community. The school extends invitations to parents and the community through the following resources:

- 1) District/School Flyers
- 2) Teacher Newsletters
- 3) Connect Duval (Parents Link)
- 4) PTA Meeting
- 5) SAC Meetings
- 6) Open House
- 7) Parent / Teacher Conferences
- 8) Regular Parent Involvement Events
- 9) Parent Academy
- 10) Ready to Learn

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
Heybruch, Peggy Sue	Principal
Jones, Georgette	Assistant Principal
Milton, Janay	School Counselor
Savy, Carson	Other
Heartsill, Janet	Teacher, ESE
Treadweill, Gabby	Teacher, ESE
Hugger, Porsha	Teacher, ESE

b. Duties

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

Functions and responsibilities of productive team:

1. Serve as a resource to faculty and staff regarding the Rtl process, best practices, and data disaggregation.
2. Attend all district training opportunities and bring pertinent information back to the school community to better meet the individual needs of our students.
3. Meet consistently to review and analyze data. Take information gained from these meetings back to staff and provide assistance in addressing the needs identified through this process.
4. Monitor and assist in the implementation of the three-tiered Rtl model within our school community.

Peggy Sue Heybruch, Principal

The Principal will provide leadership and administration which will motivate instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally. The principal will maintain an environment that is safe and facilitates rituals and routines. Evaluations of staff and faculty are conducted to improve instructional and professional practices. She will provide a behavioral system that is fair and promotes restorative justice. Mrs. Heybruch evaluates the social, emotional health and educational needs of the students in the building based on current demographical data. Mrs. Heybruch is involved in professional development of our staff and faculty. This professional development includes but not limited to better instructional practices in the classroom and district initiatives. Mrs. Heybruch will help implement the Florida Standards which are to strategically point a student to being College and Career ready. Students are challenged by her to achieve academic achievement at its highest.

Georgette Jones, Assistant Principal

The Assistant Principal will assist in providing leadership and administration which will motivate instructional and support personnel to strive for superior performance. Mrs. Jones will assist in maintain a culture of safety and respect that encourages empowerment. As the assistant principal, Mrs. Jones will assist in evaluations of staff and faculty to provide improvement in their professional practices. She will assist in implementing the school behavioral system. She will assist the principal by monitoring the school-based Rtl team, conducts

assessment of RtI skills of school staff, and monitor the implementation of intervention support and documentation. Mrs. Jones will support the principal by ensuring all decision-making is centered around student learning.

Kathy McQueen, Guidance Counselor

Mrs. McQueen will primarily serve as the liaison between the school and the district, identifying barriers to learning and early warning signs. Mrs. McQueen will work with all available resources within the school community to effectively offer support to staff and students, as needed.

Carson Savy, IB Coordinator, Reading Coach

The IB Coordinator will Provide and facilitate staff development activities, to coordinate and implement the program. She will Assist staff in preparing curriculum for IB courses while serving as the liaison with the International Baccalaureate Organization (IBO) office. The IB Coordinator will provide an IB-related counseling service to students and parents; including presentations for parents, appropriate class placement and ongoing parent communication. Mrs. Savy will also lead common planning to ensure teachers questions are address when planning. As reading coach, Mrs. Savy will conduct coaching cycles and model instruction as needed.

Erin Anthony, Janet Heartsill, and Gabby Treadwell, ESE Teachers

The ESE teachers will assist in ensuring as students move through the RtI process, appropriate interventions are used, and required data is completed. Both teachers may also be responsible for providing Tier ii and Tier iii interventions for students in need. In addition, both will assist in ensuring appropriate, research-based interventions/modifications are chosen and implemented with fidelity.

School Psychologist

The School Psychologist will participate in collection, interpretation, and analysis of data; facilitates development of intervention plans; provide support for intervention fidelity and documentation, intervention planning, and program evaluation; facilitate data-based decision making activities.

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.

Collaborative problem solving teams will meet weekly to discuss core instruction and differentiation plans. Teachers work together to brainstorm how resources can be used to address learning priorities. If students continue to struggle after Tier III interventions have been exhausted, the MTSS team meets to determine the next steps for these students. As a result of the discussion at these meetings, the team will develop a plan of action and to meet to monitor the effectiveness through the analysis of data on a regular basis.(SAI) Supplemental Academic Instruction funds (SAI) will be used for remediation of students struggling during the school day. In weekly meetings, our collaborative problem-solving team works directly with teachers to discuss data, interventions, and growth towards identified goals and objectives. As a team, best practices, core instruction, and identified interventions and modifications are determined. During this time, the charting of student growth within this process is closely monitored and discussed, independently, as well as in relation to the student's peers. If the data demonstrates a continued gap and/or need for additional resources, our learning community will meet to review individual student needs. Supplemental Academic Instruction (SAI) funds are used to fund our full-time reading interventionist, to service students in identified subgroups who are not meeting grade level expectations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dennis Breden	Business/Community
Georgette Jones	Education Support Employee
Carson Savy	Teacher
Peggy Sue Heybruch	Principal
Tim Farrell	Business/Community
Vickie Lundsford	Business/Community
Shakera Bailey	Parent
Cathy Alston	Parent
Shaft Adams	Parent
Jessica Herndon	Parent

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 reviews the School Improvement Plan and growth toward goals at each monthly meeting. During this time, the Council reviews data to support this growth and determines needs, as appropriate. Through the mid-year review process, the School Advisory Council receives a data-specific mid-year report that provides all stakeholders with information regarding where we are as a school and assists in developing an action plan for the remainder of the school year. Based upon last year's results, the SAC continues to support the work being done within the classrooms each day, and encourages the continued focus on truly differentiating instruction and focusing on the bottom quartile and specific subgroup data. These areas of focus will continue to provide us with a focus on ensuring academic success for every child. A review of last year's SAC plan reveals that MRE implemented new instructional strategies that we will continue to monitor with monthly analysis. Feedback and instructional next steps will maximize the educational impact on student achievement.

b. Development of this school improvement plan

Our SAC provides ideas, suggestions, strategies and barriers for our school improvement plan while also reviewing data and soliciting feedback from the school community. Together the SAC works to ensure the school improvement plan clearly articulates that our goals for the school year are attainable and plans are in place to monitor our work throughout the year in relation to these identified goals.

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

As enrollment is reviewed beginning with the 11-day count and FTE counts twice a year, the budget is reviewed and discussed as a part of each monthly School Advisory Council to stay abreast of needs and impacts on the instructional setting. Time is spent each year educating Council members on the budgetary process, guidelines, and possible opportunities for growth. In an effort to maximize the resources allocated to MRE, the SAC will be active in the following manner:

- 1) Advise the Principal on the budget
- 2) Assist the school in developing the School Improvement Plan
- 3) Monitor the strategies (progress) of School Improvement Plan goals

- 4) Recruit parents to serve on the SAC
- 5) Advise the Principal on the use of SIP funds if funds are available
- 6) Assist the Principal in conducting the Mid-Year Stakeholders' Meeting

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

Last year, the SAC voted to provide funds to purchase classroom instructional materials and a media cart. These funds will afford us opportunities to utilize strategies and resources to best meet the individual needs of our students. The School Advisory Council will continue to use funds to assist in the expansion of our technology resources in each individual classroom. It is the intention of our advisory council to provide each classroom with the necessary technology to assist us in preparing our students for college and career. In expanding our resources, the focus is to expand the use of interactive white boards across the school campus to meet our SIP goals of increased student achievement and school improvement.

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
Heybruch, Peggy Sue	Principal
Jones, Georgette	Assistant Principal
Savy, Carson	Other
Hugger, Porsha	Teacher, ESE
Heartsill, Janet	Teacher, ESE
Ahrens, Vickie	Teacher, K-12

b. Duties

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

Based on Third grade FSA Reading data (Don Brewer), our primary goals for the 2016-2017 school year will focus on continuing to address the achievement gains of our students in both reading and math. Through tailoring instructional strategies within our school improvement plan, we will strive to address achievement gaps, provide rigorous instruction, and focus on continued achievement in identified areas. This will be achieved through continual monitoring of data within all professional learning communities, and professional development opportunities, as determined by needs assessments. In addition, the LLT will work with key staff members to continue to unpack and understand the levels of complexity of the Florida Standards. The team will work with staff to assist in providing additional professional development opportunities to ensure individual needs are being met. District level coaching meetings /PLCs will be used to share best practices (i.e. gradual release model and interactive journals) and members of the LLT will assist in presenting the learning to ensure these best practices are shared across the campus and ultimately implemented with fidelity.

As an entire staff our major initiative from every angle is to meet the individual needs of every student, every day, in every classroom.

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.

In an effort to promote collaborative planning and instruction, all teachers are encouraged to participate in at least one committee. Each committee will oversee, plan and develop programs that will maximize student achievement while utilizing each teacher's expertise. All grade levels are represented on the school's Shared Governance Committee. Additionally, each grade levels have been given grade level collaborative time every day to meet. We believe that positive working relationships exist when teachers discuss problems, share ideas and knowledge, exchange techniques and approaches, observe one another's work, and collaborate. In schools where a positive working environment is the norm, these professional, interactive and supportive relationships are accepted, enhanced, and socially encouraged. Such relationships have a key impact on our school and provide the opportunity for teachers to work together on improvement activities.

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

As a school and a district, we utilize a variety of strategies meet the individual needs of our staff members.

1. Teacher Induction Program/Mentor Program/MINT: This program is implemented and monitored through our Professional Development Facilitator, mentors, and district support staff. Through the designed activities and tasks within this program, staff members are provided with support as they transition into the Duval County Public School system, as well as the teaching profession.
2. Differentiated Instruction Groups (DIG): These groups will use grade-level common collaborative time to identify appropriate strategies to meet the individual needs of our students.
3. Professional Learning Communities (PLC): Grade level staff will work together to disaggregated data and identify individual needs within our school community.
4. Focus Walks: Our administrative and curriculum lead team will utilize identified focus walk topics to conduct weekly walk-throughs designed to monitor the implementation of key content, while also providing individual feedback.
5. Model Classrooms: curriculum leads will be used as model classrooms to provide opportunities for all staff members to see and hear best practices.
8. Intern Hosting: Identified classrooms with teachers who have completed Clinical Educator's Training (CET) will host pre-interns and interns from surrounding state and local colleges/universities. As a part of the internship, these individuals are not only included in day-to-day events in the classroom, but also in school-wide activities such as PLCs, grade level meetings and faculty meetings.

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

Our Reading Coach offers a wide and varied range of experience. She served as a mentor and a directing teacher in previous years. The Reading Coach plans routine meetings and takes part in district and school based professional development opportunities. She provides structured support through on-going communication, observations and follow-up activities with assistance to all new teachers.

1. Mentee: Eileen Culpepper (2nd Grade), Mentor: Kathryn Houser (2nd grade)
2. Mentee: Samantha Emerick (Pre-K), Mentor: Mynette Fenner (Pre K)
3. Mentee: Kayla Willoughby (1st Grade), Mentor: Carson Savy (Reading Coach),
4. Mentee: Ladeatris Love (1st Grade), Mentor: Lisa Skinner (1st Grade)

5. Mentee: Misty Dickson (Kg), Mentor: Carson Savy (Reading Coach)
6. Mentee: Gina Brown (1st Grade), Mentor: Janet Heartsill (Gr. 1 ESE Teacher)

In every case, mentors are chosen based upon a common grade level, proximity, or professional background. Mentors are identified based on student growth over time. Data regarding student performance is provided as a part of our MINT program to provide support for mentor status, as well as individual work towards professional goals as indicated in individual professional development plans.

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.

Merrill Road Elementary School follows the Duval County Curriculum Learning Guides / Duval Reads and Duval Math, which have been developed by the district align with Florida Standards. Through on-going district assessments, staff will consistently monitor the implementation and student progress of learning to ensure alignment. Through the support of the Leadership Team and district supports, staff are provided with professional support in breaking down the standards and use item specifications to assist with developing best instructional practices to ensure rigorous instruction each and every day. The school core instructional program and materials are aligned with the Florida Standards in the following ways:

- 1) District Learning Curriculum Guides were developed based on the Florida Standards and are the expected curriculum to be taught in all Duval County Public Schools.
- 2) Quarterly Assessments (IReady) are integrated to monitor instructional growth
- 3) all Grade Levels are expected to use research-based instructional materials
- 4) State/District Assessments such as: FLKRS Baseline and I-Ready Reading/Math assessments are also aligned to Florida standards.

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.

Through the use of early dismissal professional development, staff utilize I-Ready, Saxon, DAR, Barton Reading Inventory, student work, and student diagnostic data to analyze and monitor progress. As student data is analyzed and needs are determined instructional materials are used to provide targeted interventions for students to address these needs. Disaggregated data is used to determine instructional next steps, identify small focused group, monitor progress being made by all SES groups, identify Tier II and III needs, differentiate instruction for class instructional delivery, provide challenging instructional materials for the advanced learner, determine professional growth for teachers, and determine appropriate remediation strategies.

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: 600

Students who are struggling in reading will receive tutoring after school (remediation) from tutors.

Strategy Rationale

To provide additional support for students in need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Heybruch, Peggy Sue, heybruchp@duvalschools.org

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

Progress Reports
Report Cards
Class Projects
Students' Work
Number of Books Read
I-Ready Score Reports
I-Ready Growth Reports

These reports will be analyzed to determine if the extra support reflects that students are making progress toward grade level mastery of the Academic Standards.

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.

Our Leadership Team and kindergarten team consistently reach out to preschool programs throughout our school community to build relationships and identify specific needs in assisting student transition into the kindergarten setting. As we are able, our Leadership Team pulls and reviews all state provided data regarding readiness scores.

As a yearly event, we also hold a "Kindergarten Round-Up" for potential students, preschools, and families, to come learn about Merrill Road Elementary School. This event allows all guests to view a typical school day, spend time in a kindergarten classroom, and explore the campus from end to end, including a school bus tour.

In addition, this year we are part of a district-wide initiative to expand the Preschool program across the district. We have opened two voluntary preschool programs for four-year olds who are intending to enroll in Kindergarten during the upcoming school year. Through the adopted curriculum, our certified staff are providing students with critical readiness skills to prepare them for the Kindergarten curriculum they will be exposed to in the coming year. Using developmentally appropriate instructional strategies and activities, our preschool students are provided with a modified school

setting. As we review, disaggregate and analyze the student data through on-going assessments within this program, we can ensure we are providing necessary interventions, modifications, and enrichment activities tailored to meet the individual needs of these preschool students.

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.

Merrill Road is a K-2 Elementary School.

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

Merrill Road is a K.-2 Elementary School.

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

Merrill Road is a K.-2 Elementary School.

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.

N/A

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.

As a school, we will support teaching and learning by lesson planning, providing professional training's, and monitoring next steps. Our primary focus for reading across each grade level in vocabulary and comprehension. Our primary focus for math across each grade level is number and operations and measurement and 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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Instructional personnel will utilize best instructional practices, which will include differentiated instruction and gradual release to improve intellectual engagement and increase the number of students (at least 70% of our low quartile) by 1 grade level growth in reading and math based on I-Ready growth monitoring.
- G2.** All staff will collaborate, plan and implement interventions and enrichment activities that are designed to meet the individual needs of students within each identified subgroup (white, black, asian, SWD, hispanic, and economically disadvantaged).

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. Instructional personnel will utilize best instructional practices, which will include differentiated instruction and gradual release to improve intellectual engagement and increase the number of students (at least 70% of our low quartile) by 1 grade level growth in reading and math based on I-Ready growth monitoring. 1a

G086638

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- The in depth understanding of Content Knowledge
- The adaptation of teacher practices to teach the way students learn

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Reviews
- Reading Coach, to provide support to all staff, as needed
- District Coach Trainings/Content Area Workshops
- Common Planning, offered on a daily, on-going basis
- Early Dismissal Days for professional development opportunities
- Instructional framework
- Four Pillars of Excellence

Plan to Monitor Progress Toward G1. 8

Curriculum leads, MTSS Team, and the administrative team will monitor the implementation of differentiated instruction and best practices through the use of instructional rounds, walk-throughs, and classroom observations.

Person Responsible

Georgette Jones

Schedule

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

Evidence of Completion

Through classroom observation notes and data included in CAST Evaluations and student data analysis, we will document evidence of our progress in utilizing best instructional practices that result in active, intellectual engagement for all students in all subgroups.

G2. All staff will collaborate, plan and implement interventions and enrichment activities that are designed to meet the individual needs of students within each identified subgroup (white, black, asian, SWD, hispanic, and economically disadvantaged). 1a

G086639

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Ensuring that common planning is a vital time where teachers are planning, in an effort to improve teaching and learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Identified interventions and enrichment activities to enhance learning opportunities
- All VE teachers will document Interventions in the Seas program
- Streamline / monitor Common Planning Time
- Professional Learning Communities (PLCs)
- Early Dismissal professional development opportunities
- Access to a variety of curriculum materials

Plan to Monitor Progress Toward G2. 8

Data chats and the analysis of the disaggregation of student data will be used to monitor the progress of specific subgroup data.

Person Responsible

Peggy Sue Heybruch

Schedule

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

Evidence of Completion

Evidence will be seen in lesson plans, student work, classroom walk-throughs, documented interventions, and observations, as well as through the data disaggregation and analysis during data chats. Evidence will also include completed meeting agendas and minutes notes

Plan to Monitor Progress Toward G2. 8

Data chats and the analysis of the disaggregation of student data will be used to monitor the progress of specific subgroup data.

Person Responsible

Georgette Jones

Schedule

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

Evidence of Completion

Evidence will be seen in lesson plans, student work, classroom walk-throughs, documented interventions, and observations, as well as through the data disaggregation and analysis during data chats.

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. Instructional personnel will utilize best instructional practices, which will include differentiated instruction and gradual release to improve intellectual engagement and increase the number of students (at least 70% of our low quartile) by 1 grade level growth in reading and math based on I-Ready growth monitoring. **1**

 G086638

G1.B1 The in depth understanding of Content Knowledge **2**

 B230282

G1.B1.S1 Conduct instructional rounds to determine needs of staff, grade level, and school in relation to instructional practices. **4**

 S242938

Strategy Rationale

To identify potential opportunities in instructional delivery.

Action Step 1 **5**

The Curriculum Leads and/or Leadership Team will conduct instructional observations to determine current levels of progress regarding instructional practices and needed professional development.

Person Responsible

Peggy Sue Heybruch

Schedule

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

Evidence of Completion

Evidence of the implementation of this action step will be seen through documented meeting agenda and notes, the observation agenda, as well as through the analysis of student data to determine the level of impact on student learning.

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

Curriculum Leads will identify needs and monitor implementation of the identified strategies.

Person Responsible

Carson Savy

Schedule

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

Evidence of Completion

Observations from instructional rounds and walk-throughs, student data results, CAST evaluations

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

Curriculum Leads and Administrative team will monitor effectiveness during monthly meetings by reviewing observation notes and assessing implementation of identified professional development for staff.

Person Responsible

Peggy Sue Heybruch

Schedule

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

Evidence of Completion

Observation notes, Cast, Agenda meeting notes, Meeting minutes

G1.B1.S2 Provide professional development to support teachers in the implementation of enrichment strategies to engage all students. 4

 S242939

Strategy Rationale

To model best practice and outline in detail the expectations for instructional delivery. Follow-up will be provided as an essential part of the professional development activity.

Action Step 1 5

We will provide professional development to support teachers in the implementation of differentiated instructional strategies during early dismissal meetings, and offered professional development sessions during common planning and/or after-school sessions.

Person Responsible

Peggy Sue Heybruch

Schedule

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

Evidence of Completion

Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas, as well as teacher reflection on sessions and overall information documented during classroom walk-throughs and observations.

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

Differentiated lesson plans based on i-Ready Data

Person Responsible

Peggy Sue Heybruch

Schedule

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

Evidence of Completion

Evidence collected will include teacher lesson plans and artifacts from student center activities

G1.B1.S3 Utilize modified lessons to identify chosen strategies, plan for implementation, and assess the impact on student learning. 4

 S242940

Strategy Rationale

To determine effectiveness of lesson delivery.

Action Step 1 5

Classroom walk-throughs and observations will be used to determine instructional next steps for staff.

Person Responsible

Peggy Sue Heybruch

Schedule

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

Evidence of Completion

walk-throughs, observation logs and notes, CAST evaluations

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

Classroom Walk throughs

Person Responsible

Peggy Sue Heybruch

Schedule

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

Evidence of Completion

Administrator calendar, observation logs, CAST Evaluations

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

Classroom Walkthrough debriefs by Administrative Team

Person Responsible

Peggy Sue Heybruch

Schedule

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

Evidence of Completion

Observation logs and notes, CAST Evaluations

G1.B2 The adaptation of teacher practices to teach the way students learn 2

 B230283

G1.B2.S1 To provide on-going professional learning opportunities that supports learning and teaching

4

 S242941

Strategy Rationale

MRE Elementary has three first year teachers and are in the 2nd year of implementing new district curriculum in Reading and Math.

Action Step 1 5

On going professional learning

Person Responsible

Carson Savy

Schedule

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

Evidence of Completion

CAST Evaluations, Comment/Feedback Forms, agendas and agenda notes

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

Curriculum Leads and Administrative team will monitor effectiveness during monthly meetings by reviewing observation notes and assessing implementation of identified professional development for staff.

Person Responsible

Peggy Sue Heybruch

Schedule

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

Evidence of Completion

Observation notes, agenda minutes notes,

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

Ensure PLC's are purposeful and Facilitated based on data analysis

Person Responsible

Peggy Sue Heybruch


Schedule

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


Evidence of Completion

PLC agenda, daily observations


G2. All staff will collaborate, plan and implement interventions and enrichment activities that are designed to meet the individual needs of students within each identified subgroup (white, black, asian, SWD, hispanic, and economically disadvantaged). 1

 G086639

G2.B1 Ensuring that common planning is a vital time where teachers are planning, in an effort to improve teaching and learning 2

 B230284

G2.B1.S1 Incorporate common planning Professional Development Sessions on grade level 4

 S242942

Strategy Rationale

This will strengthen collaboration and planning time on site

Action Step 1 5

Monitor Interventions, instructional activities and enrichment activities

Person Responsible

Peggy Sue Heybruch

Schedule

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

Evidence of Completion

Review common planning agendas and meeting minutes

Action Step 2 5

Monitor Interventions and instructional activities and enrichment activities

Person Responsible

Georgette Jones

Schedule

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

Evidence of Completion

Review common planning agenda and meeting minutes

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

On-going plan of action

Person Responsible

Peggy Sue Heybruch

Schedule

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

Evidence of Completion

Meeting agendas, parking lot questions, next steps flow chart

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

On-going plan of action

Person Responsible

Georgette Jones

Schedule

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

Evidence of Completion

Meeting agendas, parking lot questions, next steps flow chart

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

Provide modeling, strategies, data review

Person Responsible

Carson Savy

Schedule





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

Evidence of Completion

Coaches log, classroom observations, meeting notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M325152	Curriculum leads, MTSS Team, and the administrative team will monitor the implementation of...	Jones, Georgette	8/15/2016	Through classroom observation notes and data included in CAST Evaluations and student data analysis, we will document evidence of our progress in utilizing best instructional practices that result in active, intellectual engagement for all students in all subgroups.	6/2/2017 monthly
G2.MA1 M325156	Data chats and the analysis of the disaggregation of student data will be used to monitor the...	Heybruch, Peggy Sue	8/15/2016	Evidence will be seen in lesson plans, student work, classroom walk-throughs, documented interventions, and observations, as well as through the data disaggregation and analysis during data chats. Evidence will also include completed meeting agendas and minutes notes	6/2/2017 monthly
G2.MA2 M325157	Data chats and the analysis of the disaggregation of student data will be used to monitor the...	Jones, Georgette	8/15/2016	Evidence will be seen in lesson plans, student work, classroom walk-throughs, documented interventions, and observations, as well as through the data disaggregation and analysis during data chats.	6/2/2017 monthly
G1.B1.S1.MA1 M325145	Curriculum Leads and Administrative team will monitor effectiveness during monthly meetings by...	Heybruch, Peggy Sue	8/15/2016	Observation notes, Cast, Agenda meeting notes, Meeting minutes	6/2/2017 weekly
G1.B1.S1.MA1 M325146	Curriculum Leads will identify needs and monitor implementation of the identified strategies.	Savy, Carson	8/15/2016	Observations from instructional rounds and walk-throughs, student data results, CAST evaluations	6/2/2017 weekly
G1.B1.S1.A1 A314362	The Curriculum Leads and/or Leadership Team will conduct instructional observations to determine...	Heybruch, Peggy Sue	8/15/2016	Evidence of the implementation of this action step will be seen through documented meeting agenda and notes, the observation agenda, as well as through the analysis of student data to determine the level of impact on student learning.	6/2/2017 monthly
G1.B2.S1.MA1 M325150	Ensure PLC's are purposeful and Facilitated based on data analysis	Heybruch, Peggy Sue	8/15/2016	PLC agenda, daily observations	6/2/2017 monthly
G1.B2.S1.MA1 M325151	Curriculum Leads and Administrative team will monitor effectiveness during monthly meetings by...	Heybruch, Peggy Sue	8/15/2016	Observation notes, agenda minutes notes,	6/2/2017 monthly
G1.B2.S1.A1 A314365	On going professional learning	Savy, Carson	8/15/2016	CAST Evaluations, Comment/Feedback Forms, agendas and agenda notes	6/2/2017 monthly
G2.B1.S1.MA1 M325153	Provide modeling, strategies, data review	Savy, Carson	8/15/2016	Coaches log, classroom observations, meeting notes	6/2/2017 weekly
G2.B1.S1.MA1 M325154	On-going plan of action	Heybruch, Peggy Sue	8/15/2016	Meeting agendas, parking lot questions, next steps flow chart	6/2/2017 monthly
G2.B1.S1.MA2 M325155	On-going plan of action	Jones, Georgette	8/15/2016	Meeting agendas, parking lot questions, next steps flow chart	6/2/2017 monthly
G2.B1.S1.A1 A314366	Monitor Interventions, instructional activities and enrichment activities	Heybruch, Peggy Sue	8/15/2016	Review common planning agendas and meeting minutes	6/2/2017 weekly
G2.B1.S1.A2 A314367	Monitor Interventions and instructional activities and enrichment activities	Jones, Georgette	8/15/2016	Review common planning agenda and meeting minutes	6/2/2017 weekly
G1.B1.S2.MA1 M325147	Differentiated lesson plans based on i-Ready Data	Heybruch, Peggy Sue	8/15/2016	Evidence collected will include teacher lesson plans and artifacts from student center activities	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.B1.S2.A1  A314363	We will provide professional development to support teachers in the implementation of...	Heybruch, Peggy Sue	8/15/2016	Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas, as well as teacher reflection on sessions and overall information documented during classroom walk-throughs and observations.	6/2/2017 quarterly
G1.B1.S3.MA1  M325148	Classroom Walkthrough debriefs by Administrative Team	Heybruch, Peggy Sue	8/15/2016	Observation logs and notes, CAST Evaluations	6/2/2017 daily
G1.B1.S3.MA1  M325149	Classroom Walk throughs	Heybruch, Peggy Sue	8/15/2016	Administrator calendar, observation logs, CAST Evaluations	6/2/2017 daily
G1.B1.S3.A1  A314364	Classroom walk-throughs and observations will be used to determine instructional next steps for...	Heybruch, Peggy Sue	8/15/2016	walk-throughs, observation logs and notes, CAST evaluations	6/2/2017 daily

V. Professional Development Opportunities

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

G1. Instructional personnel will utilize best instructional practices, which will include differentiated instruction and gradual release to improve intellectual engagement and increase the number of students (at least 70% of our low quartile) by 1 grade level growth in reading and math based on I-Ready growth monitoring.

G1.B1 The in depth understanding of Content Knowledge

G1.B1.S1 Conduct instructional rounds to determine needs of staff, grade level, and school in relation to instructional practices.

PD Opportunity 1

The Curriculum Leads and/or Leadership Team will conduct instructional observations to determine current levels of progress regarding instructional practices and needed professional development.

Facilitator

Peggy Sue Heybruch, Principal Georgette Jones, Assistant Principal Carson Savy, Reading Coach

Participants

4-8 people depending on content area and availability

Schedule

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

G1.B1.S2 Provide professional development to support teachers in the implementation of enrichment strategies to engage all students.

PD Opportunity 1

We will provide professional development to support teachers in the implementation of differentiated instructional strategies during early dismissal meetings, and offered professional development sessions during common planning and/or after-school sessions.

Facilitator

Reading Coach, Administrative Teams, Curriculum Leads (if appropriate)

Participants

as needed

Schedule

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

G1.B1.S3 Utilize modified lessons to identify chosen strategies, plan for implementation, and assess the impact on student learning.

PD Opportunity 1

Classroom walk-throughs and observations will be used to determine instructional next steps for staff.

Facilitator

Administrative team, Curriculum Leads (as appropriate)

Participants

as needed, all staff

Schedule

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

G1.B2 The adaptation of teacher practices to teach the way students learn

G1.B2.S1 To provide on-going professional learning opportunities that supports learning and teaching

PD Opportunity 1

On going professional learning

Facilitator

Reading Coach/ IB Coordinator

Participants

All grade level teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The Curriculum Leads and/or Leadership Team will conduct instructional observations to determine current levels of progress regarding instructional practices and needed professional development.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		510-Supplies	2281 - Merrill Road Elementary School	Title I, Part A		\$200.00
2	G1.B1.S2.A1	We will provide professional development to support teachers in the implementation of differentiated instructional strategies during early dismissal meetings, and offered professional development sessions during common planning and/or after-school sessions.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		239-Other	2281 - Merrill Road Elementary School	Title I, Part A		\$300.00
			Notes: supplies			
3	G1.B1.S3.A1	Classroom walk-throughs and observations will be used to determine instructional next steps for staff.				\$0.00
4	G1.B2.S1.A1	On going professional learning				\$0.00
5	G2.B1.S1.A1	Monitor Interventions, instructional activities and enrichment activities				\$0.00
6	G2.B1.S1.A2	Monitor Interventions and instructional activities and enrichment activities				\$0.00
Total:						\$500.00