



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Susie E. Tolbert Elementary School

1925 W 13TH ST

Jacksonville, FL 32209

904-630-6860

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 63%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 C	2012-13 D	2011-12 C	2010-11 D
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Susie E. Tolbert Elementary School

Principal

Lashawn Blackshear

School Advisory Council chair

Peter Bishop

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

Name	Title
LaShawn Blackshear	Principal
Anthony Sznakowski	Assistant Principal
Paula Nichols	Mathematics Coach
Valencia Parker-Freeman	Reading Coach
Laurie Stubbs-Hammond	Media Specialist
Christina White	Gifted Learning Leader
Jessica Fowler	4th Grade Learning Leader
Mary Forrest	VE Resource
Kasey Williams	Guidance Counselor

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

LaShawn Blackshear, Principal
 Michael King, Parent
 Anthony Sznakowski, Assistant Principal
 Kasey Williams, Guidance Counselor
 Peter Bishop, SAC Chair
 Jessica Fowler, Teacher
 Anbu Ponniah, Parent
 Peggy Crawford, Library Business Partner
 Mary Bishop, Parent
 Anya Johnson, Parent

Involvement of the SAC in the development of the SIP

To assist in the preparation and evaluation of the school improvement plan (Sec. 1001.452(2) F.S.),

Activities of the SAC for the upcoming school year

Other board functions/activities of the School Advisory Council are:

- a. participate in planning and monitoring of school buildings and grounds
- b. initiate activities or programs that generate greater cooperation between the community and the school
- c. assist in the development of educational goals and objectives
- d. recommend various support services in the school
- e. to provide input regarding the district's Strategic Plan.
- f. review the impact of property development and zoning changes in the vicinity of the school as they relate to the safety, welfare and educational opportunities of the students
- g. review the budget to be sure it is aligned with the School Improvement Plan
- h. perform other functions as requested by the principal

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

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lashawn Blackshear

Principal

Years as Administrator: 4

Years at Current School: 0

Credentials

Educational Leadership (All levels)
 Elementary Education/Grades 1-6
 English For Speakers of Other Languages (ESOL)/Endorsement
 School Principal (All levels)
 Gifted/Endorsement

Performance Record

Susie E. Tolbert Elementary
 2012-13 Grade D (420)
 Reading Proficiency 58% Math Proficiency 47%
 Writing Proficiency 44% Science Proficiency 50%
 Gains Reading 65% Gains Math 53%
 Bottom Quartile Reading 58%
 Bottom Quartile Math 45%
 2011-12 Grade C (475)
 Reading Proficiency 56% Math Proficiency 54%
 Writing Proficiency 74% Science Proficiency 50%
 Gains Reading 66% Gains Math 62%
 Bottom Quartile Reading 60%
 Bottom Quartile Math 53%
 2010-11 Grade D (430) AYP 82%
 Reading Proficiency 65% Math Proficiency 58%
 Writing Proficiency 67% Science Proficiency 43%
 Gains Reading 58% Gains Math 54%
 Bottom Quartile Reading 41%
 Bottom Quartile Math 44%

Anthony Sznakowski

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Educational Leadership (All levels)
 Elementary Education/Grades PreK-3
 Art/Grades K-12
 Bachelor of Art Education
 Master's of Arts in Education Administration & Supervision

Performance Record

Andrew Robinson Elementary
 2012-13 Grade F (371)
 Reading Proficiency 35% Math Proficiency 40%
 Writing Proficiency 37% Science Proficiency 36%
 Gains Reading 51% Gains Math 60%
 Bottom Quartile Reading 47%
 Bottom Quartile Math 65%
 2011-12 Grade D (429)
 Reading Proficiency 36% Math Proficiency 43%
 Writing Proficiency 75% Science Proficiency 20%
 Gains Reading 64% Gains Math 59%
 Bottom Quartile Reading 73%
 Bottom Quartile Math 59%
 2010-11 Grade D (453)
 Reading Proficiency 60% Math Proficiency 66%
 Writing Proficiency 80% Science Proficiency 33%
 Gains Reading 55% Gains Math 52%
 Bottom Quartile Reading 48%
 Bottom Quartile Math 59%

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Valencia Parker-Freeman

Full-time / School-based Years as Coach: 0 Years at Current School: 0

Areas Reading/Literacy

Credentials Bachelors in Arts in Elementary Education
 K-6 All Subjects
 ESOL Endorsed
 Gifted Endorsed

Performance Record Susie E. Tolbert Elementary
 2012-13 Grade D (420)
 Reading Proficiency 58% Math Proficiency 47%
 Writing Proficiency 44% Science Proficiency 50%
 Gains Reading 65% Gains Math 53%
 Bottom Quartile Reading 58%
 Bottom Quartile Math 45%
 2011-12 Grade C (475)
 Reading Proficiency 56% Math Proficiency 54%
 Writing Proficiency 74% Science Proficiency 50%
 Gains Reading 66% Gains Math 62%
 Bottom Quartile Reading 60%
 Bottom Quartile Math 53%
 2010-11 Grade D (430) AYP 82%
 Reading Proficiency 65% Math Proficiency 58%
 Writing Proficiency 67% Science Proficiency 43%
 Gains Reading 58% Gains Math 54%
 Bottom Quartile Reading 41%
 Bottom Quartile Math 44%

Paula Nichols		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials	Bachelors in Arts in Elementary Education K-5 All Subjects 6-9 Mathematics ESOL Endorsed	
Performance Record	R.L. Brown Elementary 2012-13 Grade D Math Proficiency:38% Gains Math:42% Bottom Quartile Math:33% 2011-12 Grade C Math Proficiency:47% Gains Math:63% Bottom Quartile Math:38% 2010-11 Grade D Math Proficiency:65% Gains Math:60% Bottom Quartile Math:20%	

Classroom Teachers

# of classroom teachers	14
# receiving effective rating or higher	14, 100%
# Highly Qualified Teachers	100%
# certified in-field	14, 100%
# ESOL endorsed	, 0%
# reading endorsed	6, 43%
# with advanced degrees	, 0%
# National Board Certified	1, 7%
# first-year teachers	0, 0%

with 1-5 years of experience

8, 57%

with 6-14 years of experience

5, 36%

with 15 or more years of experience

1, 7%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Ongoing training at both the school level (Early Release, Faculty meeting, and Planning Days training sessions) and district level (content training and leadership development).

- Principal, Assistant Principal, Coaches, Teacher Leaders

Establishment of model classrooms for on-site PD for all teachers.

- Principal, Assistant Principal, Coaches, Teacher Leaders

Ongoing mentorship at the school level by CET trained teachers.

- Principal, Assistant Principal, Coaches, Teacher Leaders

Teacher Mentoring Program/Plan

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

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

All mentoring teachers must be CET Trained in addition to successfully completing the Teacher, Math and/or Reading Academy. The mentor teachers must have at least 3 years of successful teaching experience and ratings of effective or highly effective. The pairings are made based upon content areas of expertise.

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

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

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

The MTSS/RtI Leadership Team has four primary functions:

1. Regularly attend all district RtI training;
2. Provide presentations to their school faculty and staff on RtI practices;
3. Review school wide student performance data, identifying large scale needs and problems at particular grade levels; and
4. Monitor the implementation of the three-tiered Response to Intervention model in their school.

The entire school-based RtI Leadership Team meets at least bi-weekly to engage in school wide problem-solving. The team will engage in the following activities:

- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
- Identify professional development needs and RtI resources;
- Review universal screening data and link to instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks;
- Monitor RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.

The Tolbert RtI Team will follow the Problem Solving Model (problem identification, problem analysis, intervention design and implementation, and evaluation) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (Tier 2 or Tier 3). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

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

The Tolbert RtI/SIP teams oversees the creation and implementation of the School Improvement Plan. They lead the faculty in reviewing data and work with the Leadership Team, Grade level Teams, Foundations Team, and Shared Decision Making Team in drafting the SIP. The SIP is approved, regularly reviewed and updated by all teams and the School Advisory Council.

The Tolbert SIP is the guiding document for the work of the school. The plan will be regularly reviewed and updated as the school population of students change. This plan includes formal review procedures which demonstrates how Tolbert has used the RtI process to analyze data and make necessary informed changes positively impact student achievement.

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

The school will use data from the following sources: FCAT, district benchmark assessments, district writing prompts, district Progress Monitoring Assessments, and curriculum- based measures (classroom level) as sources for academic performance data. Data on absenteeism, referrals, and suspensions from Genesis will be utilized for behavior. Pearson Inform is the district's management system that will be used to monitor data at all levels.

Data will be reviewed weekly by the RtI team and this team will lead other groups in analyzing and using data to effectively plan instruction. Professional Development is conducted by grade levels/ content areas and data will be reviewed and analyzed to determine appropriate professional development sessions. Vertical teaming and collaboration also occurs with our sister school, RV Daniels

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

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

The RtI Leadership Team will utilize training materials provided by the District RtI Team (available on the RtI Blackboard sites) to train staff in their schools. A strategic plan is being developed for delivering this training, including dates, trainers, topics, and materials.

Professional development will be provided to our RtI Team by district staff during the 2013-14 school year.

The school-based RtI Team will provide in-service to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Consensus building
- Positive Behavioral Intervention and Support
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading.

In addition, RtI learning will be job-embedded and occur during the following:

- Professional Learning Communities
- Classroom Observations
- Collaborative Planning
- Analysis of Student Work
- Book Studies
- IPDP and Quarterly Data Conferences
- Lesson Study (Coaching Cycles)
- Thorough Instructional Support Staff Training

Individual professional development will be provided to classroom teachers through mentoring and modeling, as needed

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 300

Cathedral Arts Project’s mission is to enrich the quality of education at Susie Tolbert Elementary through unleashing the creative spirit of young people. By providing access to instruction in the visual and performing arts, we empower under-served, school-aged children to succeed in all areas of their lives.

Students have the opportunity to join the Robotics club where they are learning STEAM concepts. Perennial Math is a nationally recognized advanced math competition. It enhances team problem solving skills and promotes critical thinking for advanced students.

Qualified students will also be given an opportunity to join the National Elementary Honor Society. Students interested will also have an opportunity to join the Chess Club.

Strategy Purpose(s)

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

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

Data will be collected through parent and student surveys, assessments, FCAT results, and Curriculum Guide Assessments.

Who is responsible for monitoring implementation of this strategy?

Administration, Sponsor Teachers, and Cathedral Arts Project.

Literacy Leadership Team (LLT)

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

Name	Title
Valencia Parker-Freeman	Literacy Coach
Janis Wood	3rd Grade Literacy
Carolyn Pender	3rd Grade Literacy
Jeremy Greene	3rd Grade Literacy
Jessica Fowler	4th Grade Literacy
Truella James	4th Grade Literacy
Tazmin Jermier	5th Grade Literacy
Cheryle Skintges	5th Grade Literacy

How the school-based LLT functions

The LLT will meet to make school decisions such as the selection of the Book of the Month, Reading Night, Celebrity Reader Day, Read for the Record, FCAT Writing Night, and assess student data.

Major initiatives of the LLT

The LLT will work with all stakeholders to move our first quartile students. They will also mentor students who have been identified as at-risk students.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	58%	No	63%
American Indian				
Asian	96%	97%	Yes	96%
Black/African American	43%	42%	No	49%
Hispanic				
White	97%	90%	No	97%
English language learners				
Students with disabilities	34%	10%	No	41%
Economically disadvantaged	43%	39%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	18%	23%
Students scoring at or above Achievement Level 4	83	26%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	52	47%	52%
Students in lowest 25% making learning gains (FCAT 2.0)	47	58%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	39	44%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	47%	No	59%
American Indian				
Asian	98%	93%	No	99%
Black/African American	35%	27%	No	42%
Hispanic				
White	94%	80%	No	95%
English language learners				
Students with disabilities	38%	10%	No	44%
Economically disadvantaged	35%	26%	No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	18%	23%
Students scoring at or above Achievement Level 4	83	26%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	52	47%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	36	45%	50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	18%	21%
Students scoring at or above Achievement Level 4	43	31%	34%

Florida Alternate Assessment (FAA)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	74	21%	19%
Students retained, pursuant to s. 1008.25, F.S.	65	19%	17%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	28	11%	9%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	52	16%	14%

Area 10: Additional Targets

Additional targets for the school

Safety Goal:

Emergency Evacuation Procedures:

100% of teachers will have emergency folders hanging inside their classroom door. These folders will accompany the classes to the cafeteria and other common areas. The folder contains red flip charts with emergency procedures, tornado drill signs, lock down procedures, fire drill procedures, color coded emergency procedure cards, class lists with names and contact information, buddy lists, first aid kits, and red/green cards to signal missing or present students.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All classes will have emergency folders	15	83%	100%

Goals Summary

- G1.** Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.
- G2.** Increase the percentage of proficient students (3 or above) on the Spring 2014 FCAT 2.0 Science by 5% or more at each grade level (3-5)
- G3.** Teachers will use data to increase the percent of proficient students (3 or above) on the Spring 2014 FCAT 2.0 by 5% or more in each grade.
- G4.** Reduce the number of children with 10 or more absences and/or 10 or more tardies by 5%
- G5.** Reduce the number of suspensions from 99 to 90
- G6.** Increase the number of 4th grade students scoring at a 4.0 or higher on the 2014 FCAT 2.0 Writing Assessment to 63% (46 out of the current 72 students)

Goals Detail

G1. Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

Targets Supported

- Reading (FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- 1. Classroom Teachers
- 2. District specialists
- 3. Reading Coach
- 4. District Curriculum guides
- 5. Reading Triumphs Intervention
- 6. Success Maker
- 7. Soar to Success
- 8. Edmodo
- 9. Texts in classroom libraries and media center
- 10. Weekly PLC
- 11. Common Planning Time

Targeted Barriers to Achieving the Goal

- 1. Students entered current school year reading below grade-level

Plan to Monitor Progress Toward the Goal

Monitor DAR administration and data collection FCAT 2.0 Data

Person or Persons Responsible

Specialist Reading Coach Classroom Teachers

Target Dates or Schedule:

Fall, Winter, Spring Spring 2014

Evidence of Completion:

Students increase in reading level Increase of 5% proficiency for each grade level

G2. Increase the percentage of proficient students (3 or above) on the Spring 2014 FCAT 2.0 Science by 5% or more at each grade level (3-5)

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- District Specialists
- CG on Share Point
- Professional Development
- Administrative support
- Laptop carts
- Coaches
- Science Lab
- Hands-on Field trips
- Computer lab
- On-line resources (Gizmos)

Targeted Barriers to Achieving the Goal

- 2. Lack of teacher content knowledge.

Plan to Monitor Progress Toward the Goal

Facilitate science professional development during common planning time monthly in elementary schools. During common planning teachers will unpack standards, analyze data, complete a curriculum walkthrough, analyze student work, revise lesson plans based on student data, and collaborate on best practices, lesson planning, RTI and DI groups and lesson study.

Person or Persons Responsible

Administration, Science Specialists, Lead Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Common Planning Minutes, Lesson Plans

G3. Teachers will use data to increase the percent of proficient students (3 or above) on the Spring 2014 FCAT 2.0 by 5% or more in each grade.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- District Specialists
- CG on Share Point
- Professional Development
- Administrative support
- Weekly PLCs
- Common Planning
- Math Coach
- Lead Math Teacher – Highly Effective

Targeted Barriers to Achieving the Goal

- 2. Lack of teacher content knowledge.

Plan to Monitor Progress Toward the Goal

Facilitate mathematics professional development during common planning time weekly at Susie E. Tolbert Elementary. During common planning teachers will unpack standards, analyze data, analyze student work, revise lesson plans based on student data, and collaborate on best practices, lesson planning, RTI and DI groups and lesson study. The CGA's will be used to track student progress towards mastery of the standards. The iReady materials will be used as students are grouped according to skill level and the Ready Common Core materials will be taught with intervention Tier II and Tier III groups.

Person or Persons Responsible

All Stakeholders

Target Dates or Schedule:

Ongoing

Evidence of Completion:

PLC minutes, coach notes, walkthroughs, formal/informal observations, increase in student data as seen on the CGA's, and Ready Common Core materials as well as the iReady assessment, Spring 2014 FCAT 2.0 data

G4. Reduce the number of children with 10 or more absences and/or 10 or more tardies by 5%

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Truancy Officer
- Guidance Counselor

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge of policies and follow up.

Plan to Monitor Progress Toward the Goal

Quarterly Reports to Monitor Current Attendance Rates

Person or Persons Responsible

Guidance

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Genesis Reports

G5. Reduce the number of suspensions from 99 to 90

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- CHAMPs
- Foundations
- Classroom Meetings
- Pro-Active Approach
- Classroom Guidance
- Parent Involvement
- Assistant Principal Now On Staff

Targeted Barriers to Achieving the Goal

- Students Lack the Proper Social/Character Skills

Plan to Monitor Progress Toward the Goal

Pull Discipline Reports

Person or Persons Responsible

Guidance and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Printed Reports

G6. Increase the number of 4th grade students scoring at a 4.0 or higher on the 2014 FCAT 2.0 Writing Assessment to 63% (46 out of the current 72 students)

Targets Supported

Resources Available to Support the Goal

- District Specialists
- Reading Coach
- District Curriculum Guide
- Lucy Calkins Professional Literature
- Melissa Forney materials

Targeted Barriers to Achieving the Goal

- Lack of student understanding of narrative and expository genres.

Plan to Monitor Progress Toward the Goal

4th Grade Teacher and School Reading Coach will review the District Writing Assessments to monitor progress.

Person or Persons Responsible

4th Grade ELA Teachers School Reading Coach

Target Dates or Schedule:

August 2013-June 2014

Evidence of Completion:

• Writing Prompts • Data • FCAT 2.0 Writing Assessment

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

G1.B1 1. Students entered current school year reading below grade-level

G1.B1.S1 All 3-5 Literacy teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, You-Do, Closure) with fidelity.

Action Step 1

Participate in professional development on how to implement the DCPS Instructional Framework Model (Introduction, I-Do, We-Do, You-Do, Closure) with fidelity through Teacher Academy, Pre-Planning professional development session(s), Common Planning Time with school-based coaches, Lesson Studies, etc.

Person or Persons Responsible

3-5 Literacy Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Lesson Plans

Action Step 2

Plan and implement lessons following the DCPS Instructional Framework Model (Introduction, I-Do, We-Do, You-Do, Closure) with school-based Literacy Coach and grade level team during weekly Common Planning Time meetings.

Person or Persons Responsible

3-5 Literacy Teachers *School-Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Common Planning Time Meeting Minutes *Lesson Plans

Action Step 3

Deliver appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies.

Person or Persons Responsible

*3-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Lesson Plans *Student Work Samples/Performance Tasks

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

Participate in professional development opportunities to understand how to effectively implement the DCPS Instructional Framework Model and implement the DCPS Instructional Framework Model in each classroom with fidelity.

Person or Persons Responsible

*3-5 Literacy Teachers *School-Based Literacy Coach *Literacy Specialist

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks
*Anecdotal Notes

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S2 -All 3- 5 Literacy teachers will engage in the use of understanding how to use complex text to drive instruction the classroom.

Action Step 1

Participate in professional development on how to select grade-level appropriate, complex texts that provide both support and rigor (challenges) for students. Support: What will keep students engaged (reading)? Challenge: What will make them work?

Person or Persons Responsible

*3-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans

Action Step 2

Plan and implement lessons for Novel Studies that promote opportunities for accountable talk and student interaction (i.e. Think-Pair-Share, Socratic Seminars and Literature Circles).

Person or Persons Responsible

3-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans *Student Work Samples/Interactive Journals *Anecdotal Notes from Conferencing

Action Step 3

Teachers will assess students understanding of grade level complex text using text dependents.

Person or Persons Responsible

3-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans *Student Work *Samples/Interactive Journals

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

Participate in professional development opportunities to understand how to use grade-level appropriate, complex text to drive instruction in the classroom through the implementation of Novel Studies, Literature Circles, Socratic Seminars, and how to model producing written responses to text-dependent questions while citing evidence from the text.

Person or Persons Responsible

3-5 Literacy Teachers *School-Based Literacy Coach *Literacy Specialist

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 All 3-5 Literacy teachers will differentiate instruction daily for all students through the implementation of the DCPS Instructional Framework, center rotations, etc.

Action Step 1

Participate in professional development on how to differentiate instruction to meet the needs of all students through Common Planning time sessions with school-based Literacy Coach, Lesson Studies, professional book/article studies, etc.

Person or Persons Responsible

*3-5 Literacy Teachers *School-Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans

Action Step 2

Provide intensive, maintenance and enrichment instruction of rotating groups of students, or to individual students based on needs as indicated by student data reports during Daily Center Rotations.

Person or Persons Responsible

*3-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student Data Reports *Lesson Plans for Small-Group Instruction *Anecdotal Notes

Action Step 3

Employ the use of Unit Menus/Choice Boards, leveled tasks and/or tiered learning activities as alternative ways of mastering the same benchmark.

Person or Persons Responsible

3-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Lesson Plans *Student Work Samples/Performance Tasks *Sample Unit Menus/Choice Boards

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

Differentiate instruction daily based on individual students' needs through the implementation of Daily Center Rotations, Unit Menus/Choice Boards, leveled tasks and/or tiered learning activities

Person or Persons Responsible

3-5 Literacy Teachers *School-Based Literacy Coach *Literacy Specialist

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks
*Anecdotal Notes

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S4 All 3-5 Literacy teachers will participate in professional development opportunities to support higher-level thinking strategies for all students.

Action Step 1

Participate in professional development opportunities to support higher-level thinking strategies for all students through the implementation of Webb's Depth of Knowledge, writing-based performance tasks, and an increased exposure to responding orally and in writing to text-dependent questions.

Person or Persons Responsible

*3-5 Literacy Teachers *School-Based Literacy Coach *Literacy Specialist

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Interactive Journals

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

Monitor DAR administration and data collection FCAT 2.0 Data

Person or Persons Responsible

Specialist Reading Coach Classroom Teachers

Target Dates or Schedule

Fall, Winter, Spring Spring 2014

Evidence of Completion

Students increase in reading level Increase of 5% proficiency for each grade level

Plan to Monitor Effectiveness of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase the percentage of proficient students (3 or above) on the Spring 2014 FCAT 2.0 Science by 5% or more at each grade level (3-5)

G2.B2 2. Lack of teacher content knowledge.

G2.B2.S1 District Training and professional development

Action Step 1

Collaboratively, identify the needs of the teacher.

Person or Persons Responsible

District Specialist, AP teachers,

Target Dates or Schedule

Ongoing

Evidence of Completion

District Specialist, teachers

Action Step 2

Participate in the coaching cycle.

Person or Persons Responsible

District Specialist , AP, teachers,

Target Dates or Schedule

Ongoing

Evidence of Completion

District Specialist, teachers

Action Step 3

Provide classroom coverage, monitor implementation of the new strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S2 Common planning with specific grade level or subject area; invite admin and Science Specialist

Action Step 1

Facilitate Common planning

Person or Persons Responsible

District Specialist, AP

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Planning Minutes

Action Step 2

Meet together to analyze data, create lesson plans and reflect on previous lessons

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Common Planning Minutes

Action Step 3

Monitor meetings, lesson plans and minutes

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Planning Minutes, Lesson Plans

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S3 Vertical planning on early release day

Action Step 1

Begin incorporating rigor based on DOK into lessons and it is reflected into daily lesson plans

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Action Step 2

Monitor implementation of DOK in observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observations

Action Step 3

Provide professional development on incorporating rigor into the CG

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Professional development, IPDP goals, if applicable

Person or Persons Responsible

Coach, Admin, Specialist, and AP

Target Dates or Schedule

Ongoing

Evidence of Completion

Informal and Formal Observations

Plan to Monitor Effectiveness of G2.B2.S3

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional needs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, previous SIP documents.

G3. Teachers will use data to increase the percent of proficient students (3 or above) on the Spring 2014 FCAT 2.0 by 5% or more in each grade.

G3.B1 2. Lack of teacher content knowledge.

G3.B1.S1 Coaching cycle

Action Step 1

Collaboratively, identify the needs of the teacher.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Notes/Action Plan

Action Step 2

Participate in the coaching cycle.

Person or Persons Responsible

Math Coach, AP, teachers,

Target Dates or Schedule

Ongoing

Evidence of Completion

Notes/Observation Guides

Action Step 3

Provide classroom coverage (roaming sub), monitor implementation of the new strategies. Focus walks in schools to observe exemplary teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Notes/Observation Guides Complete

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S2 Data study with specific to grade level or subject area; invite admin and Math Coach

Action Step 1

Facilitate Common planning time and day

Person or Persons Responsible

Math Coach, AP/District Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule sent to AP from Teachers

Action Step 2

Meet together to analyze data, look at student work, reflect on current and future lessons and determine next steps in instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda/Meeting Minutes

Action Step 3

Monitor meetings, lesson plans and minutes

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Notes/Meeting Minutes/Agenda

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S3 Curriculum professional development

Action Step 1

Plan and provide professional development on using the current curriculum to achieve mastery on the standards

Person or Persons Responsible

Math Coach, AP, Lead teacher

Target Dates or Schedule

October/November Ongoing

Evidence of Completion

Plan/Agenda/Meeting Date Set for ER or PLC day.

Action Step 2

Incorporate the curriculum at the appropriate level/depth with high rigor into daily lessons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Action Step 3

Monitor implementation of curriculum and high rigor in observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations/Notes

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S4 PLCs involving FCAT Item Specs as they relate to District Curriculum Guides.

Action Step 1

Plan professional development pertaining to the Item Specs as it related to the CG's

Person or Persons Responsible

Math Coach/AP

Target Dates or Schedule

August/Ongoing

Evidence of Completion

Plan/Agenda/Meeting Dates

Action Step 2

Attend meeting and utilize Item Specs as they plan and deliver lessons

Person or Persons Responsible

Teachers

Target Dates or Schedule

August/Ongoing

Evidence of Completion

Meeting minutes/Lesson Plan

Action Step 3

Monitor incorporation of Item Specs in the lessons

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Notes/Observations

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, notes from observation/walk through

Plan to Monitor Effectiveness of G3.B1.S4

Highly encourage and promote the presence of an expert and other resources in the district (including but not limited to: Speech Pathologist, School Psychologist, Math Specialist) in using data at meetings. Maintain records of data meeting minutes/documents. Develop a calendar for common planning and schedule for professional development.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, data meeting agenda and minutes, sign in sheets and schedules, student data in CGA's, student data on classroom assessments, student data in Tier I and Tier II Intervention programs (i.e. iReady, Success Maker)

G4. Reduce the number of children with 10 or more absences and/or 10 or more tardies by 5%

G4.B1 Lack of teacher knowledge of policies and follow up.

G4.B1.S1 Train teachers on attendance policies.

Action Step 1

Formal Training

Person or Persons Responsible

Ms. K. Williams

Target Dates or Schedule

October or November Early Release

Evidence of Completion

Planning Agenda

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B1.S2 Teachers must enter attendance properly.

Action Step 1

Entering attendance properly and on time

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Reports

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B1.S3 Monthly AIT meetings.

Action Step 1

Monthly Meetig

Person or Persons Responsible

AIT

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, Meeting Invitations

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Collect Agenda and Sign in Sheets

Person or Persons Responsible

Administrators and PDF

Target Dates or Schedule

October and November

Evidence of Completion

Sign in sheet and agenda

Plan to Monitor Effectiveness of G4.B1.S3

Pull attendance in OnCourse

Person or Persons Responsible

CRT

Target Dates or Schedule

Monthly

Evidence of Completion

Copy of Reports

G5. Reduce the number of suspensions from 99 to 90

G5.B1 Students Lack the Proper Social/Character Skills

G5.B1.S1 Implementation of Student Success Skills Program by Guidance

Action Step 1

Implementation of Student Success Skills

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

October/November

Evidence of Completion

Lesson Plans/Attendance Log

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B1.S2 Biweekly classroom meetings with specific lesson goal

Action Step 1

Teachers will facilitate classroom meetings

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Classroom Meeting Log

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Students Success Skills and Classroom Meetings

Person or Persons Responsible

Guidance Counselor and Classroom Teachers

Target Dates or Schedule

Oct/November and Biweekly

Evidence of Completion

Lesson Plans, Attendance Logs, and Classroom Meeting Log

Plan to Monitor Effectiveness of G5.B1.S2

Pull Discipline Reports

Person or Persons Responsible

Guidance/Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Printed Reports

G6. Increase the number of 4th grade students scoring at a 4.0 or higher on the 2014 FCAT 2.0 Writing Assessment to 63% (46 out of the current 72 students)

G6.B1 Lack of student understanding of narrative and expository genres.

G6.B1.S1 4th grade Literacy teachers will implement a planning process for writing.

Action Step 1

Participate in PLCs to develop or enhance planning strategies for students.

Person or Persons Responsible

4th Grade ELA School Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Meeting Minutes *Lesson Plans *Student Work

Action Step 2

Model various plans to students and expect that they use a plan when writing.

Person or Persons Responsible

4th Grade ELA School Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Meeting Minutes *Lesson Plans *Student Work

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

Participate in PLCs to develop or enhance planning strategies for students.

Person or Persons Responsible

4th Grade ELA School Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Meeting Minutes *Lesson Plans *Student Work

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B1.S2 All 3-5 Literacy teachers will have students use the strategy of sensory details to make their writing visual to the reader.

Action Step 1

Incorporate writing using your 5 senses into writing across the curriculum

Person or Persons Responsible

3-5 ELA Teachers School Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Meeting Minutes *Lesson Plans *Student Work *Writing Notebooks

Action Step 2

Plan the objects/food that will be used to teach sensory details.

Person or Persons Responsible

3-5 ELA Teachers School Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Meeting Minutes *Lesson Plans *Student Work *Writing Notebooks

Action Step 3

Deliver instruction in the use of sensory details using the items.

Person or Persons Responsible

3-5 ELA Teachers School Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Meeting Minutes *Lesson Plans *Student Work *Writing Notebooks

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Use common planning time to plan the objects/food that will be used to teach sensory details.

Person or Persons Responsible

3-5 ELA Teachers School Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Meeting Minutes *Lesson Plans *Student Work *Writing Notebooks

Plan to Monitor Effectiveness of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B1.S3 Literacy teachers will implement sentence expansion during instruction and work rotation.

Action Step 1

Teachers will learn the sentence expansion model through PLCs.

Person or Persons Responsible

3-5 ELA Teachers School Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Meeting Minutes *Lesson Plans *Student Work *Anecdotal Notes

Action Step 2

Implement the lesson with students on how to much their sentences tell more- expanding with who, what, where, when, why, and how.

Person or Persons Responsible

3-5 ELA Teachers School Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Meeting Minutes *Lesson Plans *Student Work *Anecdotal Notes

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Teachers will learn the sentence expansion model through PLCs.

Person or Persons Responsible

3-5 ELA Teachers School Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Meeting Minutes *Lesson Plans *Student Work *Anecdotal Notes

Plan to Monitor Effectiveness of G6.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B1.S4 All 3rd -5th ELA teachers will participate in weekly PLCs focusing on the expectations of writing.

Action Step 1

Participate in the weekly PLCs and discuss writing expectations.

Person or Persons Responsible

3-5 ELA Teachers School Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Professional Learning Community Agendas *Lesson Study

Plan to Monitor Fidelity of Implementation of G6.B1.S4

Participate in the weekly PLCs and discuss writing expectations.

Person or Persons Responsible

3-5 ELA Teachers School Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Professional Learning Community Agendas *Lesson Study

Plan to Monitor Effectiveness of G6.B1.S4

*Lesson Plans *Classroom Walk-Throughs *Formal/Informal Observations *Quarterly Data Chats
*Common Planning Time Meeting Minutes

Person or Persons Responsible

Administration School Based Literacy Coach

Target Dates or Schedule

October 2013 January 2014 April 2014 June 2014

Evidence of Completion

*District Writing Assessments *2014 FCAT 2.0 Writing