2013-2014 SCHOOL IMPROVEMENT PLAN

John Stockton Elementary School

4827 CARLISLE RD

Jacksonville, FL 32210

904-381-3955

http://www.duvalschools.org/stockton

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	30%

Alternative/ESE Center	Charter School	Minority Rate
No	No	40%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

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.

Table of Contents

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
John Stockton Elementary School

Principal
Charlene Mcearl C

School Advisory Council chair
Marshall Butler and Kevin Posey

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

Name	Title
Shelley Johnston	Assistant Principal
Donna Durden-Walter	Reading Coach
Elizabeth Billiard	3rd-5th LLT Co-Chair
Patricia Kazimar	K-2nd LLT Co-Chair
Carol Moser	3rd-5th Math Co-Chair
Denea Widener	k-2nd Math Co-Chair
Alicia Willis	3rd-5th Science Co-Chair
Amanda Hunt	K-2 Science Co-Chair
Adam Przymylski	Mulit Intelligence
Alyssa Wallace	Technology

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

SAC membership represents a balance of ethnic, racial and roles of John N.C. Stockton stakeholders. Members are elected each year and voted on according to SAC By Laws. SAC meetings are advertised and open to the public. However, voting is restricted to voting members. They are as follows:
Croft,Chris: Community Member
Kessinger, Danielle: Community Member
Runion, Gayle: Community Member (Faith Based Partnership)

Brewer, Monett: Parent
Lee, Oni: Parent
Messick, Alison: Parent
Mills, Charles: Parent (Grandparent)
Posey, Kevin: Parent
Sellers, Marc: Parent
Thompson, Yolunda: Parent
Weller, Rochelle: Parent
Dearing, Melissa: Parent (PTA- Co Chair)
Sellers, Marc Parent (Friends of Stockton Chair)
Burrell, Ruth: Teacher Representative (K-1)
Kazimar, Patricia Teacher Representative (2nd)
Pike, Jennifer Teacher Representative (ESE)
Robson, Debra Teacher Representative (3-4)
Willis, Alicia Teacher Representative (5)
Miller, Elizabeth Educational Support
McEarl, Charlene Principal

Involvement of the SAC in the development of the SIP

During monthly meetings, SAC will review data aligned to the School Improvement Plan and participate throughout the problem solving process for continuous improvement. Each month, core areas of the plan and current data will be explored and progress monitored. Furthermore, members will have an opportunity to provide input into the development at the Midyear Review.

Activities of the SAC for the upcoming school year

The School Advisory Council, (SAC) will support research based school improvement initiatives that are aligned to John N.C. Stockton's Vision and Mission, DCPS Comprehensive Reading Plan and Strategic Plan. SAC reviews data and provides input into the school improvement planning process, as well as, oversees the disbursement of School Improvement funds to support aligned, priorities. Furthermore, SAC provides input into important school wide initiatives that are relevant to the school year and acts as a resource for the school and community.

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

The use of school improvement funds will be aligned to SIP strategies, curriculum aligned materials and professional development resources. Purchases may include professional development materials which support teachers' understanding and implementation of core curriculum, (Common Core State Standards) and/or materials for implementation (ex. exemplar texts), instructional technology integration and/or equipment, or other school improvement targets.

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:

Charlene Mcearl C		
Principal	Years as Administrator: 1	Years at Current School: 2

Credentials	Highly Qualified Status Florida Certifications: 1. Elementary Education (Grades 1-6) 2. Educational Leadership (All Levels) 3. Principal (All Levels) Florida Endorsements: 1. English Speakers of Other Languages
Performance Record	2012-2013 Principal John N.C. Stockton Elementary Grade A School 85 % at Level 3 or Higher in Reading 84% at Level 3 or Higher in Math 64% Meeting the Writing Standard 76% at Level 3 or Higher in Science 74% Making Learning Gains in Reading 63% Making Learning Gains in Math 74% of Lowest 25% Making Learning Gains in Reading 63% of Lowest 25% Making Learning Gains in Math 583 Points Earned: an increase from 575 in previous year.

Shelley Johnston		
Asst Principal	Years as Administrator: 4	Years at Current School: 0

Credentials	Florida Certifications 1. Elementary Education (Levels 1-6) 2. Computer Science (Levels K-12) 3. Educational Leadership (All Levels) 4. Principal (All Levels)
Performance Record	Assistant Principal at John N.C. Stockton 2013-2014 Assistant Principal at San Mateo Elementary 2011-2013 Assistant Principal at Crown Point Elementary 2009-2011

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Donna Durden-Walters

Part-time / District-based	Years as Coach: 8	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Florida Certifications 1. Middle School English (5th-9th) 2. Reading Endorsement B.A. Speech Communications	
Performance Record	Matthew Gilbert Middle School	

Gail Gannon

Part-time / School-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy	
Credentials		
Performance Record		

Kim Stanley

Part-time / School-based	Years as Coach:	Years at Current School:
Areas	Mathematics	
Credentials		
Performance Record		

Leigh Proctor

Part-time / School-based	Years as Coach:	Years at Current School:
Areas	Science	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

33

 # receiving effective rating or higher

31, 94%

 # Highly Qualified Teachers

85%

 # certified in-field

32, 97%

 # ESOL endorsed

14, 42%

 # reading endorsed

0, 0%

 # with advanced degrees

13, 39%

 # National Board Certified

5, 15%

 # first-year teachers

1, 3%

 # with 1-5 years of experience

4, 12%

 # with 6-14 years of experience

14, 42%

 # with 15 or more years of experience

15, 45%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified

2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

Currently teachers collaborate with administration and coaches During this time, a variety of data is reviewed, including but not limited to SIP, CAST, students performance data/targets and personal areas of interest. Then teachers develop an Individual Professional Development Plan (IPDP) that meets their specific needs for certificate, Highly Qualified and/or Effective Status. Professional development opportunities are then identified at the school level and/or district level to support each teacher's unique needs. Quarterly 'data chats' with administration are held with individual teachers to discuss and support teachers and the implementation of their IPDPs.
All classroom teachers are scheduled planning time during the school day which allows them the opportunity for collaboration with their team mates, Literacy Coach and Administration. Teachers are encouraged to utilize this time for engage within the context of the school wide learning environment

and engage in activities directly aligned to their needs. Furthermore, teachers participate in vertical academic School Improvement Teams which guide the school improvement process and develop best practices for supporting targets. These teams facilitate professional development opportunities such as book studies, small group break out sessions and data monitoring. Each team meets twice monthly during early release which provides grade levels opportunities for extension during their collaborative planning.

The CAST cycle provides teachers with Next Steps for professional development and continuous improvement aligned to specific observation data. This information is conducted during one on one conferences between the observer and the teacher. Professional Growth Plans (PGP) are in place for teachers whose needs are not met through the above strategies. Currently, one teacher is currently in year two of her PGP which provides collaborative team support for targeted areas for improvement. The team is representative of the teacher, Administration, Literacy Coach, DTU representation and other persons the teacher believes to be of importance to invite.

Teachers who are "flagged" for ESOL Endorsements are participating in district wide courses to meet their individual requirements for certification. These teachers are also encouraged to visit with ESOL centers to immerse themselves within the experience of full time ESOL teachers for best practices and collaboration.

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

Every new teacher at Stockton Elementary is assigned a mentoring teacher on his/her grade level and/or academic area of focus. Mentors are selected through a rigorous process. Not only do they meet district criteria for mentoring but they also have demonstrated Effective and Highly Effective performance ratings on CAST and are proactive voices for Stockton's Vision and Mission. At the beginning of the year during preplanning, time is allocated for the mentor and mentee to get acquainted, and for the new hire to become familiar with the rituals and routines of the school. All procedures have been listed and defined in the Faculty & Staff Handbook in order to ensure that all procedures and expectations are clear. Additionally, the AP and Principal meet with all new teachers every month to address issues/concerns that the new teachers might be experiencing. Professional development is provided during Early Dismissal sessions as well as on grade level training days. New teachers participate in the district's MINT (Mentoring and Induction for Novice Teaches) Program. Both the mentor and mentee work collaboratively with the DCPS Cadre and on-site Professional Development Coordinator to facilitate individual needs.

One teacher are currently participating in the district's Mentoring and Induction for Novice Teaches (MINT) Program. Both the mentor and mentee work collaboratively with the DCPS Cadre and on-site Professional Development Coordinator and Literacy coach to ensure support of individual needs through high quality, aligned activities and progress monitoring.

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 Stockton Elementary RtI/MTSS Team will meet twice monthly during early release to review universal screening data, diagnostic data as well as progress monitoring data. Based on this data, the team will identify the professional development activities needed to create and enhance effective

learning environments. Once effective core instruction (Tier 1) is in place, the teachers will then identify students who are not meeting identified academic targets. The identified students will be referred to Stockton's RtI Team.

This team will focus on the following four questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our answers to the three previous questions?

Stockton's RtI/MTSS Leadership Team will use the Florida Problem Solving Model to conduct all meetings. Based on data, classroom teachers will refer students in need of Tier II/Tier III supports to the team and work collaboratively as part of the team throughout the process. An intervention plan will be developed which will identify a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies will be put into place. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Appropriate external and internal interventions will be established to meet the needs of all identified students. Professional development for staff will be centered on best

practices for implementing the suggested interventions. The problem solving process is cyclical, and, if necessary, recycles to achieve the best outcomes for all students.

The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the

identified problem.

3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data

previously collected. These interventions are then implemented.

4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' responses to implemented interventions is evaluated and measured.

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

The Instructional Leadership Teams, including RtI/MTSS Team representatives will review
the data and help develop the initial draft of the School Improvement Plan. Once the draft is completed the School Improvement Plan is presented to the Cluster Executive Directors for review and revision. After the input has been addressed, the plan is submitted to SAC for final review and approval. Throughout the year the School Improvement Plan is reviewed and updated as needed by all Instructional Leadership Teams. The Midyear Review provides formal engagement assessing data and realigned SIP targets as needed.

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

During bimonthly meetings during early release the RtI/MTTS leadership team reviews universal screening data, diagnostic data as well as progress monitoring data. Based on this data, the team will identify the professional development activities needed to create and enhance effective learning environments. Once effective core instruction (Tier 1) is in place.
Team members lead their individual grade level implementation for fidelity and problem solving. These members then utilize the leadership team to refer areas and students in need of deeper consideration. The team then utilizes a problem solving process aligned to the SIP to develop individual plans. These are then monitored accordingly during meetings.
Furthermore, Administration, Literacy Coach, Guidance and ESE members conduct weekly meetings to monitor the school wide process as a whole and next steps for school wide implementation and areas in need of additional target. Students who continue not to make adequate progress after core Tier I

instruction with fidelity, Tier II and Tier III additional targeted interventions are then referred to the school MRT which consists of a district psychologist, admissions representative, social worker, guidance counselor, administration and classroom/intervening teachers. The team reviews data and initiates next steps.

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

Baseline data is acquired for initial instructional decision making. These assessments are then progress monitored against midyear and end of year data to assess achievement over time. Furthermore, the data is utilized by classroom teachers to support instructional decision making.
1. FLKRS/ECHOs (Kindergarten - first 30 days of school)
2. IOWA-E K-5 (Reading)
3. DAR K-5 (Reading)
4. i-Ready (Math)
5. District wide Writing Assessments
6. Common Assessments
District K-5 Reading, Math, and Science Curriculum Guide Assessments (CGAs) are conducted at predetermined periods to provide real time data that is indicative of current core instruction. This data provides data aligned directly to the DCPS Curriculum Guides and state NGSS/CCSSI standards. These outcomes then act to teachers' decisions for Instructional Focus Calendars (IFCs) small group and individual lessons.
Attendance and Discipline Data is maintained in the Genesis and OnCourse district wide systems. Reports are printed quarterly and reviewed by the leadership team. This provides quantitative data, in addition to anecdotal, qualitative data, for assessing Behavioral Tier I implementation with fidelity and Tier II/III individual monitoring. Attendance next steps are then addressed through the Guidance Counselor's Attendance Intervention Team. Administration follows up with the leadership team for BRtI problem solving and implementation of individual plans.
FCAT 2.0 Reading, Math, Science and Writing is conducted yearly to assess 3rd, 4th and 5th graders' achievement on NGSS standards. This data arrives at the end of the year and is utilized for whole school improvement planning.
Active ESOL students engage in CELLA once yearly. However, throughout the year active and post monitoring ESOL students have data reviews conducted by Guidance, the classroom teacher and Administration. Each student's individual next steps are determined accordingly.

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

RtI Leadership Team members utilize opportunities during weekly grade level collaborative planning to provide support to classroom teachers. The RtI/MTSS Leadership Team will be a resource for teachers to refer individual student cases, seek resources and professional development opportunities.
IPDP- Individual Goal Setting will reflect each teacher's individual needs and plan.
Faculty Meetings and Early Release Professional Development Days will be utilized for professional development and case studies.
District Professional Development Workshops/Trainings are made available to teachers.
District Specialist and Support Staff visit campus weekly for problem solving and support.
Parents will be provided with opportunities to meet with relevant team members as a resource. In addition, resources will be made available through brochures, literature and online resources. The process will also be incorporated into parent conferences as Progress Monitoring Plans (PMPs) are developed for individual students.

Increased Learning Time/Extended Learning Opportunities

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: 43,200

Stockton offers a quality morning and after school enrichment program, as well as, a summer camp. This time is utilized to engage students in academic support by qualified teachers, enrichment activities such as computer lab, Spanish, music and arts lessons, scientific exploration and field trips. These opportunities provide all students with positive growth opportunities.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Enrollment data, disciplinary data, attendance, student and parent feedback are primary sources of assessing effectiveness. School based surveys are conducted to provide opportunities for input and continuous improvement.

Who is responsible for monitoring implementation of this strategy?

Guidance Counselor, Cheryle Roman, is the Director of the Extended Day Program. She and Administration assess data and collaborate to determine next steps for improvement.

Strategy: Before or After School Program

Minutes added to school year: 720

Highly qualified teachers provide prescriptive instructional tutoring sessions before and/or after school.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Each student's data is analyzed and targets are established. A baseline is utilized as the point of progress monitoring. A triangulation of student data is then gathered for progress monitoring. This may include but not be limited to DCPS GCAs and assessments, Normed Reference Data, and tutoring checkpoint assessments. Attendance and disciplinary data is also monitored.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal and tutoring teachers collaboratively monitor student data and determine appropriate recommendations for next steps.

Literacy Leadership Team (LLT)

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

Name	Title
Donna Durden-Walters	Literacy Coach
Elizabeth Billiard	Co-Chair 4th Grade
Patricia Kazimar	Co-Chair 2nd Grade
Ruth Burrell	Kindergarten
Karen Combs	1st Grade
Debra Robson	3rd Grade
Sandra Phillips	5th Grade
Lori Lucas	Gifted
Misty Allen	Gifted

How the school-based LLT functions

The LLT analyzes school wide data and facilitates the development of relevant School Improvement Plan sections. The Chair and Co-Chair meet with their team bi monthly during Early Release Wednesdays. During that time a strategic plan for implementing the school improvement strategies is created.
The co-chairs may attend district trainings related to their representative grade levels. Each of them serve on the school wide Leadership Team and collaborate with Administration and other School Improvement Co-chairs to progress monitor implementation of the SIP and develop team priorities.
The co-chairs facilitate SIT meetings and book studies;
Ensures a Record Keeper and Time Keeper are elected during the first meeting and ensures understanding of expectations;
Creates agenda for meetings ;
Model Seven Norms of Collaboration and implement Protocols for Memorable Meetings.
Ensures data driven decisions and alignment to school improvement priorities, (SIP).
Keeps Members on Task;
Progress monitors SIT strategies and collaborates with the Leadership Team / SAC and makes recommendations for next steps, etc.
During monthly faculty meetings, the LLT and other School Improvement Co-Chairs provide a school wide up-date regarding activities.

Major initiatives of the LLT

Stockton's LLT team will meet bi monthly during Early Release Wednesdays and review the implementation of our comprehensive school-wide reading plan as aligned with the district's reading goals. These meetings will consist of planning, implementing, and analyzing current schoolwide reading initiatives and professional development, such as Common Core State Standards Initiative (CCSSI), cross curriculum applications, family literacy nights, interactive reading journals, etc. Members will be responsible for communicating and facilitating the implementation of initiatives on their grade levels, as well as, be a voice for providing input for their team throughout the decision making process. This team will also collect and analyze data from various sources to determine the effectiveness of its work through the continuous improvement model.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Stockton's Vision/Mission clearly sets the expectation for all teachers to contribute to the improvement in reading for all students. All teachers are held accountable for integrating reading strategies and

informational texts throughout curriculum areas. Best practices will be implemented within the core literacy block, as well as, cross curriculum. Teachers who do not teach reading as a core subject participate in professional development for the purpose of knowledge building and pedagogical best practices. In order to reinforce this expectation, Administration conducts informal 'walk throughs', as well as, formal CAST observations which provides clear observational data to assess the fidelity and quality of reading instruction and differentiation that contributes to reading improvement. Afterwards, teachers receive feedback. Furthermore, school wide, classroom and student data is analyzed and progress monitored. Teachers are provided with common planning blocks in order to collaborate with teachers outside of their content area. Individual teachers also meet with Administration quarterly, (MINT teachers meet monthly) during individual data chats which provides opportunity for collaboration, problem solving and follow up. Teachers are also encouraged to participate in the school wide professional learning community by sharing celebrations of practices, student work and literacy successes during monthly faculty meetings and small group settings.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Stockton is a Science, Math and Technology Magnet school. During the school year, Stockton's Choice Lead Teacher visits PK and Headstart centers that may vertically feed into our school. In addition, these students are invited to visit our kindergarten classrooms. Magnet touring dates are publicized, and Magnet Orientation days provides these families an opportunities to visit and gain information in a developmentally appropriate setting.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

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	88%	85%	No	89%
American Indian				
Asian	94%		No	95%
Black/African American	70%	84%	Yes	73%
Hispanic	86%		No	87%
White	92%	90%	No	93%
English language learners				
Students with disabilities	68%		No	71%
Economically disadvantaged	73%	69%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	25%	27%
Students scoring at or above Achievement Level 4	121	47%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	131	74%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	131	74%	76%

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	37	64%	70%
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	83%	84%	Yes	85%
American Indian				
Asian	94%		No	95%
Black/African American	68%	85%	Yes	72%
Hispanic	86%		No	87%
White	87%	82%	No	88%
English language learners				
Students with disabilities	54%		No	59%
Economically disadvantaged	73%	74%	Yes	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	34%	35%
Students scoring at or above Achievement Level 4	128	50%	51%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	110	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	110	63%	65%

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	19	34%	35%
Students scoring at or above Achievement Level 4	36	42%	43%

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 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students			

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	4	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	2	0%	0%
Students who are not proficient in reading by third grade	12	15%	10%
Students who receive two or more behavior referrals	1	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increasing the number of parents actively participating in school wide functions that support student learning before, during and/or after the school day.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of active parent volunteers by 5% (27 parents).	286	55%	60%
		%	%

Area 10: Additional Targets

Additional targets for the school

Stockton will maintain a safe and civil learning environment for all stakeholders.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
CHAMPS will be actively implemented throughout all classrooms.	3	12%	100%

Goals Summary

G1. Asian, Hispanic, White, Students with Disabilities and Economically Disadvantaged subgroups will demonstrate a 3% increase in students scoring Level 3, 4 and 5 on the 2014 Reading FCAT 2.0 administration.

G2. The total number of students in grades 3rd-5th (267) will demonstrate a 4% increase (11 students) scoring Level 3, 4 or 5 on the 2014 Reading FCAT 2.0 administration.

G3. 4th and 5th grade students Making Learning Gains in Reading will demonstrate a 10% increase (18 students) on the 2014 Reading FCAT 2.0 administration.

G4. 4th Grade students achieving 4.0 and higher on the 2014 Writing FCAT 2.0 administration will increase by 10% (7 student).

G5. The total number of students in grades 3rd-5th (267) will demonstrate a 1% increase (3 students) scoring Level 3, 4 or 5 on the 2014 Math FCAT 2.0 administration.

G6. Asian, Hispanic, White, Students with Disabilities and Economically Disadvantage subgroups will demonstrate a 2% increase in students scoring Level 3, 4 and/or 5 on the Math FCAT 2.0 2014 administration

G7. 4th and 5th grade students Making Learning Gains in Math will demonstrate a 10% (18 students) increase on the 2014 Math FCAT 2.0 administration.

G8. 5th Grade Students achieving Level 3, 4 and/or 5 on the 2014 Science FCAT 2.0 will increase by 10% (10 student).

Goals Detail

G1. Asian, Hispanic, White, Students with Disabilities and Economically Disadvantaged subgroups will demonstrate a 3% increase in students scoring Level 3, 4 and 5 on the 2014 Reading FCAT 2.0 administration.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- NGSS Reading and Science Standards, CCSSI Standards, CCSSI Exemplars, Research Based DCPS Libraries and Curriculum Resources, Exit Tickets (Teacher Academy), Gradual Release Model (Teacher Academy), Interactive Journals (Teacher Academy), Literacy Site Coach, District Specialists and Support Personnel, Gizmos, FCAT Explorer and aligned software instructional resources, Insight/ Inform Data Management System, DCPS Professional Development Calendar, Academic Looking Glass (DCPS), Connect Duval (School Messenger), Navy Liaison and Resource Center (NAS JAX) and Insight/Inform and PMRN Data Management Systems

Targeted Barriers to Achieving the Goal

- Teachers' varying knowledge of how to effectively aggregated and analyze new data systems effectively to drive differentiated instruction

- Parents' varying knowledge of CCSS standards, district curriculum, assessments and resources for supporting students at home.

Plan to Monitor Progress Toward the Goal

Student Baseline, CGA and applicable school wide data will be progressed monitored by sub groups.

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule:

August/September (Beginning of the Year) End of 2nd and 3rd Nine Week Reporting Periods (October 21st and January 16th)

Evidence of Completion:

Data Notebooks Student Achievement data Leadership Team Agendas, Minutes and Artifacts

G2. The total number of students in grades 3rd-5th (267) will demonstrate a 4% increase (11 students) scoring Level 3, 4 or 5 on the 2014 Reading FCAT 2.0 administration.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Reading Coach, Lead Teachers and District Specialists, Assessment Data: State (FLKRS/ECHOS), Norm Reference (IOWA-E); District (DAR, GCAs), and school wide common assessments (Grade Level/Departmental Assessments), Insight/Inform Data Management System, Common Planning Blocks and Uninterrupted Core Instructional Blocks, Teacher Academy Professional Development and Resources, DCPS Curriculum Guides, CCSS/NGSS Florida Department of Education Resources, Bi Monthly Early Release Professional Development, Monthly Faculty Meeting Professional Development, DCPS Professional Development Calendar Opportunities, CAST Next Steps (Individualized for teacher needs) and FCAT Explorer, Destination Success, District Web based Instructional Materials; Computer Lab and Classroom Lap Tops

Targeted Barriers to Achieving the Goal

- Implementing core reading instruction across all content areas with fidelity

- All teachers are building knowledge and practices related to newly adopted DCPS Curriculum Guides, DCPS Assessments and Instructional Materials

- Over emphasis on students not making adequate progress; Lack of rigor

Plan to Monitor Progress Toward the Goal

The Leadership Team will analyze Norm Referenced, District and School wide data outcomes and disaggregated data for problem solving and continuous improvement.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Monthly Tuesday Meetings

Evidence of Completion:
Leadership Binders Leadership Team Schedules, Agendas, and Artifacts

G3. 4th and 5th grade students Making Learning Gains in Reading will demonstrate a 10% increase (18 students) on the 2014 Reading FCAT 2.0 administration.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- NGSS Reading and Science Standards, CCSS Standards, CCSS Exemplars, Research Based DCPS Libraries and Curriculum Resources, Exit Tickets (Teacher Academy), Gradual Release Model (Teacher Academy), Interactive Journals (Teacher Academy), Literacy Site Coach, District Specialists and Support Personnel, Gizmos, FCAT Explorer and aligned software instructional resources, Insight/ Inform and PMRN Data Management System and DCPS Professional Development Calendar

Targeted Barriers to Achieving the Goal

- Teachers' lack of understanding regarding true gains

- Lack of rigorous, prescriptive individual and small group lessons with fidelity

Plan to Monitor Progress Toward the Goal

Baseline, CGA and Common Assessments will be progress monitored for student growth over time.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Tuesday Meetings

Evidence of Completion:
Agendas, Minutes, and Artifacts Student Achievement Data

G4. 4th Grade students achieving 4.0 and higher on the 2014 Writing FCAT 2.0 administration will increase by 10% (7 student).

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Coach, Lead Teachers and District Specialists, Assessment Data: District and school wide common writing assessments, Insight/Inform Data Management System, Common Planning Blocks and Uninterrupted Core Instructional Blocks, Teacher Academy Professional Development and Resources, DCPS Curriculum Guides, CCSS/NGSS Florida Department of Education Resources, Bi Monthly Early Release Professional Development, Monthly Faculty Meeting Professional Development, DCPS Professional Development Calendar Opportunities and CAST Next Steps (Individualized for teacher needs)

Targeted Barriers to Achieving the Goal

- 4th Grade Teachers emphasis on learning and implementing CCSS Writing Standards, blending NGSS Writing Standards for one remaining year.

- All teachers (K-5) are developing their understanding of CCSS Writing/ Reading Standards.

Plan to Monitor Progress Toward the Goal

The Leadership Team will analyze and progress monitor student achievement results.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Tuesday Meetings

Evidence of Completion:
Agendas, Minutes, and Artifacts Student Achievement Data

G5. The total number of students in grades 3rd-5th (267) will demonstrate a 1% increase (3 students) scoring Level 3, 4 or 5 on the 2014 Math FCAT 2.0 administration.

Targets Supported

Resources Available to Support the Goal
- Math Lead Teachers and District Specialists, Assessment Data: District (GCAs, i-Ready), and school wide common assessments (Grade Level/Departmental Assessments), Success Maker, Insight/Inform Data Management System, Common Planning Blocks and Uninterrupted Core Instructional Blocks, Teacher Academy Professional Development and Resources, DCPS Curriculum Guides, CCSS/NGSS Florida Department of Education Resources, Bi Monthly Early Release Professional Development, Monthly Faculty Meeting Professional Development, DCPS Professional Development Calendar Opportunities, CAST Next Steps (Individualized for teacher needs), FCAT Explorer, Destination Success, District Web based Instructional Materials; Computer Lab and Classroom Lap Tops, DCPS Academic Looking Glass, Navy Liaison and Resource Center (NAS JAX) and Connect Duval (School Messenger),

Targeted Barriers to Achieving the Goal
- Parents' varying knowledge of CCSS standards, district curriculum, assessments and resources for supporting students at home.

- Students' limited knowledge of and experiences testing on Computer Based Assessments

- Teachers' are in the initial stages of understanding of CCSS standards implementation within the new DCPS Currriculum Guides, Assessment Calendars, Instructional Materials (Web/Computer based and hard copy).

- Students' lack of motivation and/or confidence

Plan to Monitor Progress Toward the Goal

Administration and Leadership will analyze baseline and progress monitoring data according to the DCPS Assessment Calendar to determine the effective transference on student achievement.

Person or Persons Responsible
Administration Leadership Team

Target Dates or Schedule:
Administration Weekly Meetings Leadership Tuesday Meetings

Evidence of Completion:
Agendas, Minutes, and Artifacts Student Achievement Data

G6. Asian, Hispanic, White, Students with Disabilities and Economically Disadvantage subgroups will demonstrate a 2% increase in students scoring Level 3, 4 and/or 5 on the Math FCAT 2.0 2014 administration

Targets Supported

Resources Available to Support the Goal
- NGSS Math and Science Standards, CCSS Standards, Research Based DCPS Instructional Materials, Exit Tickets (Teacher Academy), Gradual Release Model (Teacher Academy), Interactive Journals (Teacher Academy), Lead Math Teachers, District Specialists and Support Personnel, Gizmos, FCAT Explorer, Success Maker and aligned software instructional resources, Insight/ Inform Data Management System and DCPS Professional Development Calendar

Targeted Barriers to Achieving the Goal
- Teachers' knowledge of how to effectively aggregated and analyze data effectively to drive differentiated instruction
- Parents' varying knowledge of CCSS standards, district curriculum, assessments and resources for supporting students at home.

Plan to Monitor Progress Toward the Goal

Focus Walk "Look Fors", CAST Observations and student achievement data will be analyzed for Effective implementation of strategies and student growth.

Person or Persons Responsible
Administration will conduct focus walks and CAST observations, as well as, participate in collaborative planning sessions with teachers to assess the effectiveness of our efforts and problem solve.

Target Dates or Schedule:
Student data will be progress monitoring by administration at CGA checkpoints and during individual teacher feedback/IPDP conferences.

Evidence of Completion:
Grade Level Collaborative Planning Minutes. CAST and focus walk "Look Fors" and Schedule Conference Records Student Achievement data

G7. 4th and 5th grade students Making Learning Gains in Math will demonstrate a 10% (18 students) increase on the 2014 Math FCAT 2.0 administration.

Targets Supported

Resources Available to Support the Goal

- Math Lead Teachers and District Specialists, Assessment Data: District (GCAs, i-Ready), and school wide common assessments (Grade Level/Departmental Assessments), Success Maker, Insight/Inform Data Management System, Common Planning Blocks and Uninterrupted Core Instructional Blocks, Teacher Academy Professional Development and Resources, DCPS Curriculum Guides, CCSS/NGSS Florida Department of Education Resources, Bi Monthly Early Release Professional Development, Monthly Faculty Meeting Professional Development, DCPS Professional Development Calendar Opportunities, CAST Next Steps (Individualized for teacher needs) and FCAT Explorer, Destination Success, District Web based Instructional Materials; Computer Lab and Classroom Lap Tops

Targeted Barriers to Achieving the Goal

- Teachers' over emphasis on students not making adequate progress; Lack of Rigor

Plan to Monitor Progress Toward the Goal

Baseline and CGA data will be analyzed by the Leadership Team for progress monitoring of Levels 4 and 5. Next steps for continuous improvement will be determined.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Tuesday Meetings

Evidence of Completion:

Agendas, Minutes, Artifacts Student Achievement Data

G8. 5th Grade Students achieving Level 3, 4 and/or 5 on the 2014 Science FCAT 2.0 will increase by 10% (10 student).

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- NGSS Reading and Science Standards, CCSSI Standards, CCSSI Exemplars, Research Based DCPS Libraries and Curriculum Resources, Exit Tickets (Teacher Academy), Gradual Release Model (Teacher Academy), Interactive Journals (Teacher Academy), Literacy Site Coach, District Specialists and Support Personnel, Gizmos, FCAT Explorer and aligned software instructional resources, Insight/ Inform Data Management System, DCPS Professional Development Calendar and Parent Academy

Targeted Barriers to Achieving the Goal

- Students' ability to comprehend non-fiction grade level science materials

- Teachers' inconsistent understanding of the of science curriculum and pedagogy

- Lack of real world connections and hands-on opportunities for experimentation across grade levels

Plan to Monitor Progress Toward the Goal

Focus Walk "Look Fors", CAST Observations and student achievement data will be analyzed for Effective implementation of strategies and student growth. Student Achievement Baseline, CGA and common assessment data will be analyzed for continuous improvement.

Person or Persons Responsible

Administration will conduct focus walks and CAST observations, as well as, participate in collaborative planning sessions with teachers to assess the effectiveness of our efforts and problem solve. The leadership team will assist with student achievement data analysis.

Target Dates or Schedule:

Student data will be progress monitoring by administration at CGA checkpoints and during individual teacher feedback/IPDP conferences. Monthly Tuesday Leadership Team Meetings provide opportunities for data analysis.

Evidence of Completion:

Grade Level Collaborative Planning Minutes. CAST and focus walk "Look Fors" and Schedule Conference Records Student Achievement data

Action Plan for Improvement

Problem Solving Key

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

G1. Asian, Hispanic, White, Students with Disabilities and Economically Disadvantaged subgroups will demonstrate a 3% increase in students scoring Level 3, 4 and 5 on the 2014 Reading FCAT 2.0 administration.

G1.B3 Teachers' varying knowledge of how to effectively aggregated and analyze new data systems effectively to drive differentiated instruction

G1.B3.S1 Common Planning time will provide collaborative planning and training between teachers, Reading Coach, District Site Coaches and Administration. Embedded training on accessing real time data and analysis by subgroups for determination of 'next steps' will be emphasized. Teachers will develop Data Notebooks for progress monitoring of individual students and groups of students.

Action Step 1

Common Planning schedule will be determined by the Master Schedule. Common Planning time will allow teachers access to school wide and district support and resources to develop classroom profiles based on AMO subgroups. This data will be progress monitored over time for continuous improvement.

Person or Persons Responsible

All Faculty

Target Dates or Schedule

Common Planning Periods (Master Schedule)

Evidence of Completion

Data Notebooks Grade Level Agendas, Minutes and Artifacts

Facilitator:

School Improvement Team Grade Level Representatives Reading Coach

Participants:

All Faculty

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

Grade Level Minutes will be turned into Administration for review. Teachers and administration will have quarterly "Data Chats" to discuss student data, IPDPs, CAST and individual needs. Individual Data Notebooks may be reviewed during Focus Walks and CAST Observations and/or collect periodically.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly Data Chats

Evidence of Completion

Grade Level Agendas, Minutes and Artifacts

Plan to Monitor Effectiveness of G1.B3.S1

'Data Chat' Anecdotal Records, Planning Agendas and Minutes, Data Notebooks and Coaching Logs will be monitored for effectiveness.

Person or Persons Responsible

Administration

Target Dates or Schedule

Administrative Weekly Meetings

Evidence of Completion

Agendas, Minutes and Artifacts Data Notebooks Coaching Logs

G1.B4 Parents' varying knowledge of CCSS standards, district curriculum, assessments and resources for supporting students at home.

G1.B4.S1 LLT will utilize student data to develop grade level appropriate, interactive parent workshops, purposeful conferences and communication of resources.

Action Step 1

LLT will utilize baseline/CGA data and develop engaging CCSS standards based lessons and activities that support student achievement on each grade level, develop aligned materials that will support families at home and implement an interactive parent workshop.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi Monthly Early Release Wednesdays

Evidence of Completion

Agendas, Minutes and Artifacts Student Achievement Data

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Administration will review agendas, minutes and artifacts to determine fidelity of implementation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Administrative Meetings

Evidence of Completion

Agendas, Minutes and Artifacts Student Achievement Data

Plan to Monitor Effectiveness of G1.B4.S1

Participant attendance and feedback will be collected by the LLT and areas of strengths, improvement and new opportunities will be identified.

Person or Persons Responsible

LLT

Target Dates or Schedule

LLT Bi Monthly Meetings

Evidence of Completion

Parent Sign In Sheets Agendas and Handouts Surveys

G2. The total number of students in grades 3rd-5th (267) will demonstrate a 4% increase (11 students) scoring Level 3, 4 or 5 on the 2014 Reading FCAT 2.0 administration.

G2.B2 Implementing core reading instruction across all content areas with fidelity

G2.B2.S2 All teachers will develop, prepare for and implement a lesson plans for an integrated literacy block based on CCSS K-2 standards and NGSS/CCSS 3-5 blended standards. The Gradual Release Model, (I do, We do, You do) will be the implemented framework for instructional practices.

Action Step 1

Teachers will utilize weekly common planning time to access Administrative and Coaching supports, as well as, resources to collaboratively plan lessons built upon the DCPS Curriculum Learning Guides.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Master Schedule Common Planning Blocks

Evidence of Completion

Grade Level Agendas, Minutes and Lessons

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

Administration will review Agendas, Minutes, Lesson Plans, as well as, Coaching Logs and observational data to determine fidelity of implementation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Administrative Meetings

Evidence of Completion

Focus Walk and CAST Observational Data Administrative Meeting Agendas, Minutes and Artifacts

Plan to Monitor Effectiveness of G2.B2.S2

Coaching Logs and Administrative CAST Observation and Focus Walks will provide data that administration will use to progress monitor effectiveness of implementation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Administrative Meetings

Evidence of Completion

Administrative Meeting Agendas, CAST and Focus Walk Data and Coaching Logs

G2.B3 All teachers are building knowledge and practices related to newly adopted DCPS Curriculum Guides, DCPS Assessments and Instructional Materials

G2.B3.S1 Teachers will be provided with opportunities and encouraged to attend the DCPS Teachers Academy. The school will integrate Teaching Academy Resources and Professional Development opportunities into alternative school wide professional development opportunities.

Action Step 1

A differentiated, school wide professional development plan will be developed to provide teachers with opportunities for learning via common planning sessions, School Improvement Team sessions, and faculty meetings. The district will establish alternative opportunities for teachers to attend the Teachers' Academy throughout the year.

Person or Persons Responsible

All Faculty

Target Dates or Schedule

Grade Level Common Planning Early Release Wednesdays (School Improvement Team Meetings) Monthly Faculty Meetings

Evidence of Completion

Professional Development Records Attendance Logs Student Work and Artifacts Observational Data

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Administration will cross reference Attendance Records, IPDPs and Professional Development Schedules to determine teacher needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Administrative Meetings

Evidence of Completion

Weekly Administrative Meeting Agendas, Minutes and Outcomes

Plan to Monitor Effectiveness of G2.B3.S1

Administration will cross reference Professional Development Attendance Rosters, Focus Walk/CAST, Reading Coach's and District Specialist Logs to assess the effectiveness of the strategy.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Administration Meetings

Evidence of Completion

Administration Meeting Agendas, Analysis of data and Outcomes

G2.B5 Over emphasis on students not making adequate progress; Lack of rigor

G2.B5.S1 Teachers will incorporate prescriptive, differentiated enrichment lessons into the daily schedule during through Center Stations.

Action Step 1

Teachers will incorporate an enrichment period into the daily schedule as determined by the Master Schedule. Student achievement data and research based materials will be utilized to develop Instructional Focus Calendars (IFCs) for long term planning.

Person or Persons Responsible

All Faculty

Target Dates or Schedule

Enrichment/RtI Block

Evidence of Completion

Master schedule/ Lesson Plans Student Achievement Data Grade Level Agendas, Minutes and Artifacts Focus Walk and CAST Observational Data

Action Step 2

Teachers will incorporate an enrichment period into the daily schedule as determined by the Master Schedule. Student achievement data and research based materials will be utilized to engage students who are on and above level in rigorous, prescriptive lessons.

Person or Persons Responsible

All Faculty

Target Dates or Schedule

Enrichment/RtI Block

Evidence of Completion

Master schedule/ Lesson Plans Student Achievement Data Grade Level Agendas, Minutes and Artifacts Focus Walk and CAST Observational Data

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Administration will cross reference Focus Walk/CAST observations, Reading Coach and District Specialist Logs and student achievement to determine fidelity, as well as, review Lesson Plans and IFC calendars.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Administrative Meetings

Evidence of Completion

Administrative Meeting Agendas, Minutes and Outcomes Reading Coach and Specialist Logs Student Achievement Data

Plan to Monitor Effectiveness of G2.B5.S1

Classroom data will be disaggregated by subgroup and progress monitored at DCPS quarterly checkpoints

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Weekly Administrative Meetings Quarterly Data Chats

Evidence of Completion

Agendas, Minutes and Artifacts Student Achievement Data

G3. 4th and 5th grade students Making Learning Gains in Reading will demonstrate a 10% increase (18 students) on the 2014 Reading FCAT 2.0 administration.

G3.B1 Teachers' lack of understanding regarding true gains

G3.B1.S1 Teachers will participate in professional development regarding how to analyze and progress monitor student performance to assure all students are making one year's growth.

Action Step 1

Administration will lead teachers in a pre planning session to triangulate end of year data and develop knowledge of true gains. Teachers will develop a plan for determining growth over time and tracking.

Person or Persons Responsible

Administration

Target Dates or Schedule

August

Evidence of Completion

Pre planning agendas, minutes and artifacts

Facilitator:

Administration

Participants:

All faculty

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

Teachers will maintain data notebooks documenting student achievement and growth over time and instructional plans.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebooks School Wide Student Achievement

Plan to Monitor Effectiveness of G3.B1.S1

Leadership Team will analyze progress monitoring data of levels 4 and 5 and determine next steps for improvement.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Tuesday Meetings

Evidence of Completion

Agendas, Minutes, Artifacts Student Achievement Data

G3.B2 Lack of rigorous, prescriptive individual and small group lessons with fidelity

G3.B2.S1 Teachers will systematically analyze student data and develop Instructional Focus Calendars addressing student needs through RtI Tier II an Tier III problem solving.

Action Step 1

Teachers will utilize progress monitoring outcomes to identify students in need of Tier II and Tier III supports. RtI Grade Level representatives will collaborate with the RtI School Improvement Team for problem solving solutions and resources.

Person or Persons Responsible

All Teachers RtI School Improvement Team

Target Dates or Schedule

Master Scheduling RtI/Enrichment Blocks Master Scheduling Common Planning Blocks Bi Monthly Early Release Wednesdays

Evidence of Completion

RtI Progress Monitoring Folders Student Achievement Data

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

Administration will collaborate with the RtI Leadership Team and progress monitor student data, lesson plans, etc. for fidelity. Focus Walks and CAST Observations will also provide observational data for consideration.

Person or Persons Responsible

Administration

Target Dates or Schedule

RtI Bi Monthly Meetings Administrative Meetings

Evidence of Completion

RtI Folders RtI Agendas, Minutes and Artifacts Focus Walk and CAST Observations

Plan to Monitor Effectiveness of G3.B2.S1

Individual student cases will be reviewed by administration for effectiveness of implementation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Administration Meetings

Evidence of Completion

RtI Data Outcomes

G4. 4th Grade students achieving 4.0 and higher on the 2014 Writing FCAT 2.0 administration will increase by 10% (7 student).

G4.B1 4th Grade Teachers emphasis on learning and implementing CCSS Writing Standards, blending NGSS Writing Standards for one remaining year.

G4.B1.S1 4th Grade writing teachers will analyze student achievement data (DCPS and Common Writing assessments) according to FCAT 2.0 Writing Rubrics, develop and implement differentiated 'nurturing groups' for small group, prescriptive lessons.

Action Step 1

4th Grade Teachers will utilize common planning time to disaggregate student achievement outcomes and utilizing FL DOE and DCPS resources, develop lessons and a Writing Instructional Focus Calendar (IFC) that targets individual needs.

Person or Persons Responsible

All Fourth Grade Teachers Reading Coach Administration

Target Dates or Schedule

Writing Checkpoint Outcomes (DCPS Assessment Calendar)

Evidence of Completion

Student Achievement Data IFC Grade Level Common Planning Agendas, Minutes and Artifacts

Facilitator:

Literacy Coach Administration

Participants:

4th Grade Teachers

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

Administration will review 4th Grade Agendas, Minutes and Student Work to determine fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Administrative Meetings

Evidence of Completion

Agendas, Minutes and Artifacts Student Achievement Data IFC calendars

Plan to Monitor Effectiveness of G4.B1.S1

Administration will conduct Focus Walks and CAST Observations. The Leadership Team will progress monitor Writing data to determine effectiveness over time.

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule

Weekly Administrative Meetings Tuesday Leadership Meetings

Evidence of Completion

Agendas, Minutes, Artifacts Student Achievement Data

G4.B2 All teachers (K-5) are developing their understanding of CCSS Writing/ Reading Standards.

G4.B2.S1 LLT will hold School Improvement Team meetings, prioritize standards based (CCSS) school wide writing goals and implement vertical targets for building content knowledge and pedagogy.

Action Step 1

Grade level and departmental representatives, (LLT) will utilize DCPS and school wide writing samples for data analysis. Patterns will be identified and prioritized for professional development and instructional improvement. Grade Level Chairs will facilitate professional development on their grade levels during common planning time.

Person or Persons Responsible

LLT (Reading/Writing School Improvement Team)

Target Dates or Schedule

Bi monthly Early Release Days

Evidence of Completion

Agendas, Minutes, Artifacts Student Achievement

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Administration will review agendas, minutes and artifacts.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Administrative Meetings

Evidence of Completion

Agendas, Minutes, Artifacts Student Achievement Data

Plan to Monitor Effectiveness of G4.B2.S1

Leadership team will review student achievement data for effectiveness and determine steps for continuous improvement.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Tuesday Meetings

Evidence of Completion

Student Achievement Data

G5. The total number of students in grades 3rd-5th (267) will demonstrate a 1% increase (3 students) scoring Level 3, 4 or 5 on the 2014 Math FCAT 2.0 administration.

G5.B2 Parents' varying knowledge of CCSS standards, district curriculum, assessments and resources for supporting students at home.

G5.B2.S1 Parent Nights will be developed and implemented. These will center on standards based, grade level appropriate, interactive workshops.

Action Step 1

Math School Improvement Team members will develop and implement an interactive parent workshop focused on building knowledge and supporting student achievement.

Person or Persons Responsible

Math School Improvement Team All Math Teachers

Target Dates or Schedule

3rd Quarter

Evidence of Completion

Agendas and Artifacts Parent Sign in Logs and Feedback forms

Facilitator:

Math Lead Teachers Administration

Participants:

All Math Teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Parent feedback forms will be reviewed for effectiveness and continuous improvement.

Person or Persons Responsible

Math School Improvement Team

Target Dates or Schedule

3rd Quarter

Evidence of Completion

Parent Feedback Forms Sign in Logs

Plan to Monitor Effectiveness of G5.B2.S1

Parent sign-in rosters and feedback forms will be assessed for effectiveness and continuous improvement.

Person or Persons Responsible

Math School Improvement Team

Target Dates or Schedule

3rd Quarter

Evidence of Completion

Sign-in Rosters Parent Feedback Forms

G5.B3 Students' limited knowledge of and experiences testing on Computer Based Assessments

G5.B3.S1 A computer lab and/or grade level computer based assessment schedule will be developed to support yearlong online experiences through assessments.

Action Step 1

Teachers will provide students will computer based tutorial lessons that scaffold across time.

Person or Persons Responsible

5th and 4th Grade Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Computer Based Testing Achievement Data

Action Step 2

Administration will work with targeted grade levels and establish a Computer Lab schedule for students to utilize during computer based progress monitoring assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer Lab Schedule/Assessment Schedule

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Assistant Principal will oversee the scheduling of computer based testing and fidelity of strategy.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing (Computer Lab Schedule/Assessment Schedule)

Evidence of Completion

Student Achievement Data Math Teacher Anecdotal Records

Plan to Monitor Effectiveness of G5.B3.S1

Student achievement data will be cross referenced with method of assessment and progress monitored by classroom math teachers. Next steps for continuous improvement will be determined.

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Ongoing (Computer Lab Schedule/Assessment Schedule)

Evidence of Completion

Student Achievement Data Math Teachers' Anecdotal Records

G5.B5 Teachers' are in the initial stages of understanding of CCSS standards implementation within the new DCPS Currriculum Guides, Assessment Calendars, Instructional Materials (Web/Computer based and hard copy).

G5.B5.S1 Math Lead Teachers will attend district coaches' training and support teachers through school wide professional development opportunities.

Action Step 1

Math Lead Teachers will attend DCPS Coaches training and transfer learning and information through Math School Improvement Team Early Release Trainings. This team will then facilitate grade level transference.

Person or Persons Responsible

Math Lead Teachers

Target Dates or Schedule

DCPS Math Coaches' Monthly Schedule Bi Monthly Early Release Wednesdays Monthly Faculty Meetings

Evidence of Completion

Transference Activities Agendas, Minutes and Artifacts

Facilitator:

Math Lead Teachers

Participants:

All Math Faculty

Plan to Monitor Fidelity of Implementation of G5.B5.S1

Math Lead Teachers will maintain a binder of activities, agendas, minutes and artifacts. These will be reviewed by Administration during Leadership Team Meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Tuesday Leadership Team Meetings

Evidence of Completion

Math Lead Team Binder

Plan to Monitor Effectiveness of G5.B5.S1

Teachers will reflect and provide feedback regarding the benefit of PD opportunities which will be reviewed to guide next steps and effectiveness of the 'way of work'.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Exit Tickets to Professional Development

Evidence of Completion

Exit Tickets Modifications to PD

G5.B6 Students' lack of motivation and/or confidence

G5.B6.S1 Students will confer with Math teachers and set goals for themselves, based on their needed area(s) of improvement, by utilizing the data sheets maintained in their interactive journals.

Action Step 1

Math teachers will confer and support students with progress monitoring of data outcomes and realistic, developmentally appropriate goal setting. Students will maintain Data Sheets and Progress Monitoring in their Interactive Math Journals.

Person or Persons Responsible

All Math Teachers All students

Target Dates or Schedule

Ongoing with Baseline and CGA achievement data

Evidence of Completion

Student Data Sheets Student Interactive Journals Student Achievement Data Teacher Conference Logs

Facilitator:

Math Lead Teachers

Participants:

All Math Teachers

Plan to Monitor Fidelity of Implementation of G5.B6.S1

Administrative Focus Walks and CAST Observational Data will provide documentation of fidelity and effectiveness.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing Focus Walks CAST Observations (DCPS proposed observation schedule)

Evidence of Completion

Focus Walk and CAST Documentation Student Achievement Data Student Artifacts

Plan to Monitor Effectiveness of G5.B6.S1

Classroom Teachers will monitor student goals and strategies against achievement outcomes for determination of effectiveness.

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Math Goal Setting Conferences

Evidence of Completion

Student Data Sheets Teacher Data Notebooks

G6. Asian, Hispanic, White, Students with Disabilities and Economically Disadvantage subgroups will demonstrate a 2% increase in students scoring Level 3, 4 and/or 5 on the Math FCAT 2.0 2014 administration

G6.B2 Teachers' knowledge of how to effectively aggregated and analyze data effectively to drive differentiated instruction

G6.B2.S1 Common Planning time will provide collaborative planning and training between teachers, Specialists and Administration. Training, analyzing and disaggregating real time data for determination of 'next steps' will be emphasized.

Action Step 1

Common Planning schedule will be determined by the Master Schedule. Common Planning time will allow teachers access to support and resources to develop classroom profiles based on AMO subgroups. This data will be progress monitored over time for continuous improvement.

Person or Persons Responsible

All Faculty

Target Dates or Schedule

Common Planning Periods (Master Schedule)

Evidence of Completion

Data Notebooks Grade Level Agendas, Minutes and Artifacts

Facilitator:

School Improvement Team Grade Level Representatives Administration

Participants:

All Faculty

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Grade Level Minutes will be turned into Administration for review.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grade Level Agendas, Minutes and Artifacts

Plan to Monitor Effectiveness of G6.B2.S1

Administration will review and assess teachers' data notebooks for next steps. The Leadership Team will review student achievement results to determine the effectiveness of transference to student achievement.

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule

Tuesday Leadership Team Meetings Administrative Weekly Meetings

Evidence of Completion

Agendas, Minutes and Artifacts Data Notebooks

G6.B3 Parents' varying knowledge of CCSS standards, district curriculum, assessments and resources for supporting students at home.

G6.B3.S1 Math School Improvement Team will plan and implement a standards-based, interactive parent workshop.

Action Step 1

Math School Improvement Team will utilize Baseline and CGA data to develop grade level appropriate lessons and activities for parents and students.

Person or Persons Responsible

Math School Improvement Team

Target Dates or Schedule

Bi Monthly Early Release Days

Evidence of Completion

Agendas, Minutes, Artifacts Student Achievement Data

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Administration will review agendas, activities and artifacts for fidelity

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Administration Meetings

Evidence of Completion

Agendas, Minutes, and Artifacts

Plan to Monitor Effectiveness of G6.B3.S1

Stakeholder surveys will be conducted following parent workshops. These will provide feedback regarding the effectiveness of activities and input for future planning.

Person or Persons Responsible

Math School Improvement Team

Target Dates or Schedule

Bi Monthly Early Release Days

Evidence of Completion

Stakeholder Surveys

G7. 4th and 5th grade students Making Learning Gains in Math will demonstrate a 10% (18 students) increase on the 2014 Math FCAT 2.0 administration.

G7.B1 Teachers' over emphasis on students not making adequate progress; Lack of Rigor

G7.B1.S1 Classroom teachers will utilize individual student data and develop Instructional Focus Calendars which address prescriptive, enrichment lessons and implement during Enrichment periods.

Action Step 1

Math Teachers will utilize common planning time and Baseline/CGA data to analyze students needs. Common, standards based lessons will be developed for classroom implementation during enrichment.

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Common Planning Time

Evidence of Completion

Agendas, Minutes, Artifacts Data Notebooks (IFC Calendars)

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Administration will review agendas, minutes, artifacts and conduct Focus Walks and Cast Observations for assessment of implementation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Administrative Meetings

Evidence of Completion

Agendas, Minutes, Artifacts Student Achievement Data Focus Walk/CAST Documentation

Plan to Monitor Effectiveness of G7.B1.S1

Leadership Team will analyze school wide data and determine next steps for continuous improvements.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Tuesday Meetings

Evidence of Completion

Agendas, Minutes, Artifacts Student Achievement Data

G8. 5th Grade Students achieving Level 3, 4 and/or 5 on the 2014 Science FCAT 2.0 will increase by 10% (10 student).

G8.B1 Students' ability to comprehend non-fiction grade level science materials

G8.B1.S1 All teachers will utilize the Gradual Release Model to embed text complexity strategies (read alouds, closed reading, etc.), text dependent critical questioning that encourages strong class discussion, and exit tickets throughout lessons to support mastery of science and reading standards. ELA teachers will embed CCSS cross curriculum exemplars into Reading Block.

Action Step 1

Teachers will utilize weekly common planning time to develop lessons and assessments that incorporate incorporate Text Complexity strategies and questions utilizing CCSS Exemplars, District instructional resources (online and hard copy) and relevant literature. Exit Tickets will incorporate an aligned opportunity for students to demonstrate understanding. School Improvement Team meetings will provide opportunities for vertical discussion and alignment across grade level planning.

Person or Persons Responsible

K-5 Classroom Teachers, Gifted and Resource Teachers

Target Dates or Schedule

Weekly Common Planning as Defined in the Master Schedule and Bi Monthly School Improvement Team Meetings

Evidence of Completion

Lesson Plans, Exit Tickets and Interactive Journals and student work

Facilitator:

Donna Durden Walter, Reading Coach and Lead Science Teachers

Participants:

All Faculty

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Administration will monitor the fidelity of implementation during Focus Walks, CAST Observations, reviewing student work and achievement data. Grade level/Departmental and School Improvement Team Agendas and Minutes will be progress monitored.

Person or Persons Responsible

Mrs. McEarl, Principal Mrs. Johnston, Assistant Principal

Target Dates or Schedule

Focus Walks are ongoing CAST Observations are scheduled according to the DCPS proposed schedule. Weekly Administrative Meetings

Evidence of Completion

Student Artifacts Lesson Plans Walk Through "Look Fors" CAST Documentation and Data

Plan to Monitor Effectiveness of G8.B1.S1

Administration will conduct Focus Walks and CAST Observations that provide progress monitoring documentation. This will be cross referenced by student achievement data and District Specialist, Reading Coach Logs to determine effectiveness.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Administrative Meetings

Evidence of Completion

Agendas, Minutes, Artifacts

G8.B2 Teachers' inconsistent understanding of the of science curriculum and pedagogy

G8.B2.S1 School Improvement Team Co-chairs will attend district Science Coach workshops and lead vertical articulation between grade levels during bi monthly Early Release Wednesday to discuss lessons, trainings, Science speakers, manipulative trainings, etc. Grade level representatives will then lead their team during collaborative planning sessions.

Action Step 1

Administration will conduct Focus Walks with "Look Fors" and CAST Observations. Feedback and Next Steps will be provided to all teachers regarding the effectiveness of knowledge and pedagogy. In addition, during quarterly IPDP meetings with individual teachers, administration will review data outcomes and make recommendations for student growth opportunities.

Person or Persons Responsible

Mrs. McEarl, Principal Mrs. Johnston, Assistant Principal

Target Dates or Schedule

Focus Walks will be ongoing. CAST Observations follow the DCPS proposed observation schedule.

Evidence of Completion

CAST Schedule and Documentation Focus Walk "Look Fors" Student Achievement Data (CGAs)

Action Step 2

Science School Improvement Co Chairs will attend DCPS Science Coach trainings and be responsible for participating on the Principal's Leadership Team to develop aligned Professional Learning Community activities.

Person or Persons Responsible

5th Grade Alicia Willis: Science Co Chair 1st Grade Amanda Hunt: Science Co Chair

Target Dates or Schedule

Early Release Wednesdays (Bi Monthly)

Evidence of Completion

TDE Personnel Leave Forms School Improvement Team Agendas, Minutes and Artifacts

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Weekly leadership team meetings will provide administration an opportunity to consolidate data that is gathered from student achievement outcomes, specialists and our observations. As data is analyzed, Next steps will be developed for our School Improvement Team Co-chairs, coaches, district specialists and classroom teachers.

Person or Persons Responsible

Principal McEarl and Assistant Principal Johnston

Target Dates or Schedule

Tuesdays and Thursdays

Evidence of Completion

Weekly Agenda and Outcomes Principal Binder

Plan to Monitor Effectiveness of G8.B2.S1

Teachers will reflect and provide feedback via Exit Tickets assessing the effectiveness of sessions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Early Release and Faculty meeting Sessions

Evidence of Completion

Agendas, Minutes, and Artifacts Exit Tickets

G8.B4 Lack of real world connections and hands-on opportunities for experimentation across grade levels

G8.B4.S1 Students will participate in Science Fair, Invention convention, STEAM, Science Day, Career Day and grade level appropriate field trips to enable students to experience processes while learning real world applications.

Action Step 1

The Science School Improvement Team will oversee the coordination of school wide Science extension activities.

Person or Persons Responsible

Science School Improvement Team

Target Dates or Schedule

Bi Monthly Early Release Days

Evidence of Completion

Co-Chair Binders: Agendas, Minutes, Artifacts

Facilitator:

Science Lead Teachers

Participants:

All Faculty

Plan to Monitor Fidelity of Implementation of G8.B4.S1

The Science School Improvement Team will coordinate and assess the implementation of school wide and grade level activities.

Person or Persons Responsible

Science School Improvement Team

Target Dates or Schedule

Bi Monthly Early Release Wednesdays

Evidence of Completion

Agendas, Minutes and Artifacts Exit Tickets

Plan to Monitor Effectiveness of G8.B4.S1

The Science Lead Co-Chairs will collect stakeholder feedback and present to the leadership team. Surveys and student achievement data will be assessed to determine effectiveness and continuous improvement.

Person or Persons Responsible

Science Lead Teacher Leadership Team

Target Dates or Schedule

Tuesday Meetings

Evidence of Completion

Surveys/Exit Tickets Student Achievement Data Agendas, Minutes, Artifacts

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Supplemental Academic Instruction:
SAI funds will be utilized to extend learning opportunities for targeted students in need of academic improvement. Before and after school tutoring by highly qualified teachers will target individual core instructional needs of students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy 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), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Asian, Hispanic, White, Students with Disabilities and Economically Disadvantaged subgroups will demonstrate a 3% increase in students scoring Level 3, 4 and 5 on the 2014 Reading FCAT 2.0 administration.

G1.B3 Teachers' varying knowledge of how to effectively aggregated and analyze new data systems effectively to drive differentiated instruction

G1.B3.S1 Common Planning time will provide collaborative planning and training between teachers, Reading Coach, District Site Coaches and Administration. Embedded training on accessing real time data and analysis by subgroups for determination of 'next steps' will be emphasized. Teachers will develop Data Notebooks for progress monitoring of individual students and groups of students.

PD Opportunity 1

Common Planning schedule will be determined by the Master Schedule. Common Planning time will allow teachers access to school wide and district support and resources to develop classroom profiles based on AMO subgroups. This data will be progress monitored over time for continuous improvement.

Facilitator

School Improvement Team Grade Level Representatives Reading Coach

Participants

All Faculty

Target Dates or Schedule

Common Planning Periods (Master Schedule)

Evidence of Completion

Data Notebooks Grade Level Agendas, Minutes and Artifacts

G3. 4th and 5th grade students Making Learning Gains in Reading will demonstrate a 10% increase (18 students) on the 2014 Reading FCAT 2.0 administration.

G3.B1 Teachers' lack of understanding regarding true gains

G3.B1.S1 Teachers will participate in professional development regarding how to analyze and progress monitor student performance to assure all students are making one year's growth.

PD Opportunity 1

Administration will lead teachers in a pre planning session to triangulate end of year data and develop knowledge of true gains. Teachers will develop a plan for determining growth over time and tracking.

Facilitator

Administration

Participants

All faculty

Target Dates or Schedule

August

Evidence of Completion

Pre planning agendas, minutes and artifacts

G4. 4th Grade students achieving 4.0 and higher on the 2014 Writing FCAT 2.0 administration will increase by 10% (7 student).

G4.B1 4th Grade Teachers emphasis on learning and implementing CCSS Writing Standards, blending NGSS Writing Standards for one remaining year.

G4.B1.S1 4th Grade writing teachers will analyze student achievement data (DCPS and Common Writing assessments) according to FCAT 2.0 Writing Rubrics, develop and implement differentiated 'nurturing groups' for small group, prescriptive lessons.

PD Opportunity 1

4th Grade Teachers will utilize common planning time to disaggregate student achievement outcomes and utilizing FL DOE and DCPS resources, develop lessons and a Writing Instructional Focus Calendar (IFC) that targets individual needs.

Facilitator

Literacy Coach Administration

Participants

4th Grade Teachers

Target Dates or Schedule

Writing Checkpoint Outcomes (DCPS Assessment Calendar)

Evidence of Completion

Student Achievement Data IFC Grade Level Common Planning Agendas, Minutes and Artifacts

G5. The total number of students in grades 3rd-5th (267) will demonstrate a 1% increase (3 students) scoring Level 3, 4 or 5 on the 2014 Math FCAT 2.0 administration.

G5.B2 Parents' varying knowledge of CCSS standards, district curriculum, assessments and resources for supporting students at home.

G5.B2.S1 Parent Nights will be developed and implemented. These will center on standards based, grade level appropriate, interactive workshops.

PD Opportunity 1

Math School Improvement Team members will develop and implement an interactive parent workshop focused on building knowledge and supporting student achievement.

Facilitator

Math Lead Teachers Administration

Participants

All Math Teachers

Target Dates or Schedule

3rd Quarter

Evidence of Completion

Agendas and Artifacts Parent Sign in Logs and Feedback forms

G5.B5 Teachers' are in the initial stages of understanding of CCSS standards implementation within the new DCPS Currriculum Guides, Assessment Calendars, Instructional Materials (Web/Computer based and hard copy).

G5.B5.S1 Math Lead Teachers will attend district coaches' training and support teachers through school wide professional development opportunities.

PD Opportunity 1

Math Lead Teachers will attend DCPS Coaches training and transfer learning and information through Math School Improvement Team Early Release Trainings. This team will then facilitate grade level transference.

Facilitator

Math Lead Teachers

Participants

All Math Faculty

Target Dates or Schedule

DCPS Math Coaches' Monthly Schedule Bi Monthly Early Release Wednesdays Monthly Faculty Meetings

Evidence of Completion

Transference Activities Agendas, Minutes and Artifacts

G5.B6 Students' lack of motivation and/or confidence

G5.B6.S1 Students will confer with Math teachers and set goals for themselves, based on their needed area(s) of improvement, by utilizing the data sheets maintained in their interactive journals.

PD Opportunity 1

Math teachers will confer and support students with progress monitoring of data outcomes and realistic, developmentally appropriate goal setting. Students will maintain Data Sheets and Progress Monitoring in their Interactive Math Journals.

Facilitator

Math Lead Teachers

Participants

All Math Teachers

Target Dates or Schedule

Ongoing with Baseline and CGA achievement data

Evidence of Completion

Student Data Sheets Student Interactive Journals Student Achievement Data Teacher Conference Logs

G6. Asian, Hispanic, White, Students with Disabilities and Economically Disadvantage subgroups will demonstrate a 2% increase in students scoring Level 3, 4 and/or 5 on the Math FCAT 2.0 2014 administration

G6.B2 Teachers' knowledge of how to effectively aggregated and analyze data effectively to drive differentiated instruction

G6.B2.S1 Common Planning time will provide collaborative planning and training between teachers, Specialists and Administration. Training, analyzing and disaggregating real time data for determination of 'next steps' will be emphasized.

PD Opportunity 1

Common Planning schedule will be determined by the Master Schedule. Common Planning time will allow teachers access to support and resources to develop classroom profiles based on AMO subgroups. This data will be progress monitored over time for continuous improvement.

Facilitator

School Improvement Team Grade Level Representatives Administration

Participants

All Faculty

Target Dates or Schedule

Common Planning Periods (Master Schedule)

Evidence of Completion

Data Notebooks Grade Level Agendas, Minutes and Artifacts

G8. 5th Grade Students achieving Level 3, 4 and/or 5 on the 2014 Science FCAT 2.0 will increase by 10% (10 student).

G8.B1 Students' ability to comprehend non-fiction grade level science materials

G8.B1.S1 All teachers will utilize the Gradual Release Model to embed text complexity strategies (read alouds, closed reading, etc.), text dependent critical questioning that encourages strong class discussion, and exit tickets throughout lessons to support mastery of science and reading standards. ELA teachers will embed CCSS cross curriculum exemplars into Reading Block.

PD Opportunity 1

Teachers will utilize weekly common planning time to develop lessons and assessments that incorporate incorporate Text Complexity strategies and questions utilizing CCSS Exemplars, District instructional resources (online and hard copy) and relevant literature. Exit Tickets will incorporate an aligned opportunity for students to demonstrate understanding. School Improvement Team meetings will provide opportunities for vertical discussion and alignment across grade level planning.

Facilitator

Donna Durden Walter, Reading Coach and Lead Science Teachers

Participants

All Faculty

Target Dates or Schedule

Weekly Common Planning as Defined in the Master Schedule and Bi Monthly School Improvement Team Meetings

Evidence of Completion

Lesson Plans, Exit Tickets and Interactive Journals and student work

G8.B4 Lack of real world connections and hands-on opportunities for experimentation across grade levels

G8.B4.S1 Students will participate in Science Fair, Invention convention, STEAM, Science Day, Career Day and grade level appropriate field trips to enable students to experience processes while learning real world applications.

PD Opportunity 1

The Science School Improvement Team will oversee the coordination of school wide Science extension activities.

Facilitator

Science Lead Teachers

Participants

All Faculty

Target Dates or Schedule

Bi Monthly Early Release Days

Evidence of Completion

Co-Chair Binders: Agendas, Minutes, Artifacts

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	The total number of students in grades 3rd-5th (267) will demonstrate a 1% increase (3 students) scoring Level 3, 4 or 5 on the 2014 Math FCAT 2.0 administration.	$2,600
G8.	5th Grade Students achieving Level 3, 4 and/or 5 on the 2014 Science FCAT 2.0 will increase by 10% (10 student).	$2,500
	Total	$5,100

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
General 10000	$3,500	$1,600	$5,100
Total	$3,500	$1,600	$5,100

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G5. The total number of students in grades 3rd-5th (267) will demonstrate a 1% increase (3 students) scoring Level 3, 4 or 5 on the 2014 Math FCAT 2.0 administration.

G5.B2 Parents' varying knowledge of CCSS standards, district curriculum, assessments and resources for supporting students at home.

G5.B2.S1 Parent Nights will be developed and implemented. These will center on standards based, grade level appropriate, interactive workshops.

Action Step 1

Math School Improvement Team members will develop and implement an interactive parent workshop focused on building knowledge and supporting student achievement.

Resource Type

Evidence-Based Program

Resource

Parent Involvement Supplies

Funding Source

General 10000

Amount Needed

$500

G5.B5 Teachers' are in the initial stages of understanding of CCSS standards implementation within the new DCPS Currriculum Guides, Assessment Calendars, Instructional Materials (Web/Computer based and hard copy).

G5.B5.S1 Math Lead Teachers will attend district coaches' training and support teachers through school wide professional development opportunities.

Action Step 1

Math Lead Teachers will attend DCPS Coaches training and transfer learning and information through Math School Improvement Team Early Release Trainings. This team will then facilitate grade level transference.

Resource Type

Professional Development

Resource

Substitutes

Funding Source

General 10000

Amount Needed

$1,600

G5.B6 Students' lack of motivation and/or confidence

G5.B6.S1 Students will confer with Math teachers and set goals for themselves, based on their needed area(s) of improvement, by utilizing the data sheets maintained in their interactive journals.

Action Step 1

Math teachers will confer and support students with progress monitoring of data outcomes and realistic, developmentally appropriate goal setting. Students will maintain Data Sheets and Progress Monitoring in their Interactive Math Journals.

Resource Type

Evidence-Based Program

Resource

Interactive Journals (Cross Curriculum) and Data Sheets

Funding Source

General 10000

Amount Needed

$500

G8. 5th Grade Students achieving Level 3, 4 and/or 5 on the 2014 Science FCAT 2.0 will increase by 10% (10 student).

G8.B4 Lack of real world connections and hands-on opportunities for experimentation across grade levels

G8.B4.S1 Students will participate in Science Fair, Invention convention, STEAM, Science Day, Career Day and grade level appropriate field trips to enable students to experience processes while learning real world applications.

Action Step 1

The Science School Improvement Team will oversee the coordination of school wide Science extension activities.

Resource Type

Evidence-Based Program

Resource

Science Experiment Supplies, Science Day supplies, Field Trip Costs

Funding Source

General 10000

Amount Needed

$2,500