2013-2014 SCHOOL IMPROVEMENT PLAN

Kernan Trail Elementary School

2281 KERNAN BLVD S

Jacksonville, FL 32246

904-220-1310

http://www.duvalschools.org/kernantrail

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	50%

Alternative/ESE Center	Charter School	Minority Rate
No	No	58%

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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Kernan Trail Elementary School

Principal
Mary T. Mickel

School Advisory Council chair
Walette Stanford

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

Name	Title
Mary T. Mickel	Principal
Marcy F. Dunavant	Assistant Principal
Chrissy Schmidt	Reading Coach
Beth Dudjak	Guidance Counselor
Anne Marie Young	CSS Site Coach/ESE Lead

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

The SAC is comprised of parents, teachers, educational support and community/business partners and is racially balanced. The members are as follows:
Walette Stanford - Chairperson - Parent
Chris Hrubiec - Vice Chairperson - Parent
Michelle Brown - Secretary - Parent
Mary T. Mickel - Principal
Cindy Angell - Teacher
Jeanne Ballentine - Community/Business
Trish Beeman - Parent
Susan Booth - Community/Business
Barbara DeSantis - Teacher
Katherine Dudjak - Educational Support
Clara Holand - Teacher

Farhad Jabberi - Community/Business
Lanette LeMay - Teacher
Tim Miller - Parent
Keysha Wilcox - Parent

Involvement of the SAC in the development of the SIP

The SAC received an overview of the data in regards to our school grade and AMO targets. Goals and strategies were shared with the members. Open discussion was held, introducing the problem solving process and their thoughts on possible barriers. Recommendations were given and consensus gained on draft SIP.

Activities of the SAC for the upcoming school year

The SAC has an important function for the success of Kernan Trail Elementary. Listed below are some of the activities of the SAC for the upcoming year:
*Participate in planning and monitoring safety of the school building and grounds.
*Initiate activities that generate greater cooperation/partnerships between the community and school.
*Recommend various support services for the school. This year specifically, attendance of students.
*Assist in the development of educational goals and objectives as related to the School Improvement Plan.
*Annually review, evaluate and amend the School Improvement Plan.
*Review and give input in the preparation of the school budget.

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

This year SAC has limited funds. Currently $77.00. These funds will be used to purchase incentives and reading rewards for students.

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:

Mary T. Mickel		
Principal	Years as Administrator: 18	Years at Current School: 1

Credentials

B.A. Communication from Winthrop College
M.A. Speech Pathology from Winthrop College
Educational Leadership from Jacksonville University

Performance Record

While serving as Principal at Love Grove Elementary the school went from a grade of "C" to "A" and all subgroups made AYP during the "A" year. Served as President of DESP (Duval Elementary School Principals) during the 2007-2008 school year. Instrumental in developing and piloting a standards based report card for the district. Received a "Distinguished rating" on previous evaluations. As principal of Sabal Palm maintained an "A" status and achieved AYP during tenure there. Served as Executive Director for Elementary Programs from 2010-2013. Currently, this is my 15th year as principal and first year at Kernan Trail Elementary School.

Marcy F. Dunavant		
Asst Principal	Years as Administrator: 14	Years at Current School: 2

Credentials	BA: Special Education, University of North Florida MS: Special Education, University of North Florida FL Certification:Educational Leadership K-12 Special Education K-12 Pre-K Handicapped Endorsement
Performance Record	This is my 25th year serving Duval County Public Schools. I have served as an ESE teacher, Magnet Lead teacher, Assistant Principal and Elementary Principal. I have worked in a variety of elementary school settings including Title I schools. Last year was my first year at Kernan Trail Elementary. I worked on developing teacher teams who collaborated, developing the MTSS and implementing Common Core Standards while maintaining a focus on Sunshine State Standards as well in grades 3rd-5th. This year I will continue to work of developing a strong RtI program, ESE support and ESOL support to help reach our AMO goals. 2012-2013 FCAT Data: Maintained a grade of A by increasing 12 points to 566. Reading Mastery: 72% Math Mastery: 79% Writing: 73% Science: 70% Reading Gains:73% Math Gains: 70% Reading BQ Gains: 65% Math BQ Gains: 64% All AMO targets where met except the following: Reading Asian 73% target was 78% Reading Hispanic 60% target was 74% Reading ELL 37% target was 53% Reading SWD 38% target was 43%

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Christine Schmidt		
Full-time / School-based	Years as Coach: 4	Years at Current School: 12

Areas	Reading/Literacy
Credentials	BA - Elementary and Special Education - Beaver College FL Certification: Elementary Education K-6 Special Education K-12 ESOL Endorsement Gifted Endorsement
Performance Record	While at Kernan Trail Elementary, Mrs. Schmidt has served as a first grade teacher, a teacher of students with disabilities (SWD) in an inclusive kindergarten classroom, as a School Standards Coach (2004-2006) and as a Instructional Coach last year. She has worked to lead, mentor and coach teachers in the areas of reading, working with SWD students, Common Core State Standards, and use of best instructional practices. The following data is representative of my support of teachers to improve student achievement in the lowest quartile: 2012: Reading BQ Gains 68% Math BQ Gains 61% 2013: Reading BQ Gains 78% Math BQ Gains 64%

Classroom Teachers

# of classroom teachers
37

 # receiving effective rating or higher
37, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
37, 100%

 # ESOL endorsed
33, 89%

 # reading endorsed
3, 8%

 # with advanced degrees
12, 32%

 # National Board Certified
0, 0%

 # first-year teachers
2, 5%

 # with 1-5 years of experience
3, 8%

 # with 6-14 years of experience

17, 46%

 # with 15 or more years of experience

17, 46%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

9

 # 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

*Review of resumes and solicit recommendations from colleagues: Principal and Assistant Principal (AP)
*Monitor and observe potential talent of pre-interns and interns assigned to our school: Principal & AP, school based Professional Development Facilitator (PDF), Supervising Teachers
*Pair beginning teachers with mentor teacher: Mentor Teacher, Principal & AP, PDF
*Beginning teachers participate in the district's Mentoring and Induction for Novice Teachers (MINT): School based assigned Mentor, PDF, MINT Specialist
*Offer school-based comprehensive training during Early Dismissal days and Faculty meetings: Principal & AP, Reading Coach
*Participation in Professional Learning Communities (PLC) during weekly collaborative planning: Principal & AP, Reading Coach, Classroom Teachers
*Identify and develop instructional lead teachers to attend strategic training and present to colleagues: Principal & AP

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

We have 2 novice teachers. Each has been assigned a mentor with 10+ years of experience and has been at our school for 5+ years. The mentors are currently teaching or have taught the grade level to which the mentee is assigned. The mentors will meet weekly with the teachers to review data, plan lessons and discuss student work. The mentors will model lessons for the mentees and also observe the mentees to provide feedback and support.

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

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 school-based RtI team will meet regularly to review universal screening data, diagnostic data and progress monitoring data. Data collection will guide planning, interventions and next steps. Behavior data from the Foundations Team is also presented and discussed. The team will first work to determine that effective Tier I core instruction is in place. Based on the analysis of student data, while problem solving the effectiveness of instructional practices and interventions, the team will assist the Leadership Team in identifying professional development activities needed for faculty and staff. Next the team will then identify students who are not meeting academic targets and/or behavioral targets. The RtI team will address academic and behavioral questions brought from individual teachers or grade levels as well. The team will work with teachers to problem solve and assign appropriate Tier 2 interventions for identified students. Interventions will be built into the scheduled "rotation" time for each subject. The team will meet within 4 to 6 weeks to evaluate implementation and progress of students. When students are identified as needing Tier 3 interventions, the RtI team and teacher will meet with parents. With parent involvement, more intensive interventions will be planned and implemented.

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

Principal: Meets regularly with Leadership Team members to ensure MTSS programs and plans are implemented in a timely fashion to meet the needs of students.
Assistant Principal: Provides a common vision for the use of data based decision making; ensures the RtI team is implementing appropriate MTSS; conducts assessment of the RtI knowledge and skills of school staff; monitors implementation of intervention support and proper documentation; ensure adequate professional development to support RtI implementation and communicate with parents regarding MTSS.
Guidance Counselor: Provide quality services and expertise on issues ranging from program design, assessment and intervention with individual students; link community agencies to schools and families to support students' academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents and administrators; provide group and individual interventions; assist teachers with documentation requirements and conduct direct observation of student behavior.
CSS Site Coach/ESE Lead Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teachers.
Core Curriculum Leaders: Identify systematic patterns of student need while working with district specialists to identify appropriate, evidenced based intervention strategies; assist in the design and implementation for progress monitoring, data collection and data analysis.
General Education Teachers: Share interventions and strategies about core instruction; participate in student data collection; deliver Tier 1 instruction and Tier 2 interventions; collaborate with other staff members regarding Tier 2 and Tier 3 interventions; align materials with instruction; ensure intervention activities are done with fidelity.
School Social Worker: Provides services to students and families; link community agencies to schools and families.
School Psychologist: Provides services and knowledge on issues such as testing and interpreting data; assist in the testing and assessment of students.

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

The leadership team assist in the development of the SIP by utilizing the problem solving process to analyze FCAT data, AMO targets, CGA baselines, CGA assessments and other data sources including behavior data. Grade level teams, academic teams and the Foundation team discuss strengths and weaknesses of the core instruction and develop strategies for improvement. The RtI team gives feedback regarding MTSS and interventions/supports being provided to students. Each quarter a MTSS update is given to the leadership team and the SIP is reviewed to monitor progress and make adjustments based on students' needs. An in depth mid-year review is conducted and shared with SAC and the community.

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

Available intervention programs are identified and tiered. Students' instructional needs are based on diagnostic and formative assessments. Interventions will be aligned with individual student needs. Baseline data includes but is not limited to: FCAT, CGA baseline, District Writing baseline, IOWA, DAR, iReady Diagnostic, teacher designed grade level common assessment, discipline referral data, attendance data and over age reports.
Progress monitoring data includes but is not limited to: CGA assessments, teacher designed grade level common assessments, intervention assessments, student grades, discipline data, attendance data.
End of year data: FCAT, End of year CGA, iReady, DAR, student grades, discipline data, attendance data.
The leadership team will meet quarterly with grade levels and individual teachers to hold data chats. The RtI team will meet monthly with teachers to monitor identified individual students.

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

Training will be provided to faculty and staff from the RtI team and district support. Training will include but is not limited to: review of the Problem Solving Model, Positive behavioral interventions and support, data-based planning, documenting and graphing of data. Training will occur during the following: Collaborative planning, early dismissal trainings, content area team meetings. Individual professional development will be provided to teachers on as needed basis. Information and training will be shared with parents during PTA meetings, SAC meetings and Academic Nights.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 1,980

Students performing in the bottom quartile in grades 3-5 will be invited to participate in after school tutoring. Lessons will focus on remediation of benchmarks as identified in data from the CGA assessments.

Tutoring opportunities will be made available at Kernan Trail Elementary as well as at a neighborhood community center. The neighborhood outreach is for families who do not have transportation to pick their student up from school after hours.

Strategy Purpose(s)

- Instruction in core academic subjects

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

CGA like assessments will be created by teachers to monitor progress of students on individual benchmarks. Data from the quarterly district CGA assessment will be analyzed to see how students are improving and comparing to their peers. Final analysis will be determined by FCAT data for 2014.

Who is responsible for monitoring implementation of this strategy?

School Administration and MTSS Team.

Strategy: Weekend Program

Minutes added to school year: 2,160

Saturday School - Students from our AMO groups needing additional support will be invited to attend Saturday school during the second semester. Remedial and enrichment activities involving Reading, Math and Science will be given along with test taking strategies.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers will use exit tickets with students and well as journaling. Students growth scores from CGAs and final FCAT scores will be analyzed.

Who is responsible for monitoring implementation of this strategy?

School Administration and MTSS Team

Literacy Leadership Team (LLT)

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

Name	Title
Christine Schmidt	Reading Coach

Name	Title
Jasmina Brown	Kindergarten Teacher
Erin Deason	1st Grade Teacher
Tonya Peterson	2nd Grade Teacher
Pam Evans	3rd Grade Teacher
Lisa Wilder	4th Grade Teacher
Jessica Jones	5th Grade Teacher
Amanda Spain	ESE Teacher

How the school-based LLT functions

The focus and function of the LLT will revolve around the Common Core State Standards and the implementation of these standards in grades K-5. The team will share information and techniques with the faculty regarding the district initiatives such as the Curriculum Guides, Common Board Configuration (CBC) and the Gradual Release of Responsibility Model (GRRM). The Reading Coach will lead the team which will hold monthly meetings. The team will identify strengths and needs on each grade level. They will assist with the planning of professional development to enhance literacy and literacy instruction. The team will disaggregate empirical data and teacher self reflections to monitor the effectiveness of professional development. They will formulate plans to address the implementation of targeted reading goals from the SIP and address the instructional rigor in our reading curriculum. The team will also plan and align school wide activities and events for the school to promote literacy.

Major initiatives of the LLT

The LLT will focus on the following:
*Arrange visits to LLT members classrooms for colleagues to observe lessons and best practices
*Model literacy demonstration lessons for colleagues
*Facilitate training for the staff to include close read, text complexity and integration of reading into other subject areas
*Contribute to RtI support
*Work on data analysis
*Plan and facilitate Family Academic Literacy Nights
*Generate school wide Literacy Activities for National Literacy Month
*Choose titles and promote the Book of the Month for the school

Every Teacher Contributes to Reading Instruction

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

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

*Local pre-schools whose students will be potential Kernan Trail Elementary students come for a school visit and tour in the spring. They spend time in kindergarten classrooms and participate in "kindergarten" activities.
*Parent and student orientation is held in all kindergarten classes during the week of pre-planning.
*FLKRS, FAIR, baseline CGAs, and informal assessments occur at the beginning of the school year.

This provides an opportunity for teachers to analyze the most current academic and social data for students to assist teachers with differentiated instruction planning.
*Parent-teacher conferences will occur based on need for interventions (RtI) to support student learning.

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	71%	72%	Yes	74%
American Indian				
Asian	78%	73%	No	80%
Black/African American	63%	68%	Yes	67%
Hispanic	74%	60%	No	77%
White	73%	79%	Yes	76%
English language learners	53%	37%	No	57%
Students with disabilities	43%	38%	No	48%
Economically disadvantaged	63%	65%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	29%	32%
Students scoring at or above Achievement Level 4	113	42%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	130	73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	34	65%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	14	35%	38%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	33%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	28%	31%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	70	73%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		70%

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	72%	79%	Yes	75%
American Indian				
Asian	85%	88%	Yes	87%
Black/African American	58%	66%	Yes	62%
Hispanic	73%	81%	Yes	75%
White	77%	85%	Yes	79%
English language learners	64%	58%	No	68%
Students with disabilities	44%	50%	Yes	50%
Economically disadvantaged	67%	75%	Yes	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	39%	42%
Students scoring at or above Achievement Level 4	108	40%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		70%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	121	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	64%	67%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	36	43%	46%
Students scoring at or above Achievement Level 4	22	27%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		70%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		36%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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)	7		10
Participation in STEM-related experiences provided for students	469	90%	93%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	63	10%	7%
Students retained, pursuant to s. 1008.25, F.S.	13	0%	0%
Students who are not proficient in reading by third grade	34	35%	30%
Students who receive two or more behavior referrals	9	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	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

Increase parent involvement at Academic Family nights and activities such as PTA and SAC by 10%

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation in Academic Family nights and other training opportunities provided by the school.	256	42%	52%

Area 10: Additional Targets

Additional targets for the school

Safety is a school priority. Our goal is to provide a safe and civil learning environment for students and staff. Several measures have been put into place and discussed with teachers, staff, parents, and stakeholders. The school has a Foundations Team who develops lessons for school wide safety and monitors classroom and school wide procedures and encourages the use of CHAMPS in all classrooms.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce the number of students accidents requiring a written accident report.	40	.06%	.03%
SAC will work with DCPS safety and the City of Jacksonville to add another crosswalk and crossing guard on Kernan Blvd.	2	%	%

Goals Summary

G1. The number of STEM related experiences for students will increase for all grade levels.

G2. Students scoring level 3 or higher on the FCAT Science will increase by 3%.

G3. Students scoring at or above 3.5 on FCAT Writing will increase by 3%.

G4. All subgroups will meet AMO targets in mathematics.

G5. Students in the lowest 25% making learning gains on the FCAT Mathematics will increase by 3%.

G6. Eligible students making learning gains in mathematics on the FCAT will increase by 3%.

G7. Students achieving a level 4 or above on the FCAT Mathematics will increase by 3%.

G8. Students achieving level 3 on the FCAT Mathematics will increase by 3%.

G9. All subgroups will meet AMO targets in reading.

G10. Students in the lowest 25% making learning gains on the FCAT reading will increase by 3%.

G11. Eligible students making learning gains in reading on the FCAT will increase by 3%.

G12. Students achieving a level 4 or above on the FCAT Reading will increase by 3%.

G13. Students achieving level 3 on the FCAT Reading will increase by 3%.

Goals Detail

G1. The number of STEM related experiences for students will increase for all grade levels.

Targets Supported
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal
- Marine Science Center, Community resources

Targeted Barriers to Achieving the Goal
- Cost of field trips for students

Plan to Monitor Progress Toward the Goal

Review field trip request to monitor STEM experience opportunities.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Scheduled field trips and school programs

G2. Students scoring level 3 or higher on the FCAT Science will increase by 3%.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Curriculum Guides, Gizmos, District Science Specialist

Targeted Barriers to Achieving the Goal
- Documentation generated in interactive science journals shows teacher misconception of their purpose.
- Students in grades K-4 sporadically participate in lessons requiring scientific thinking
- Classroom time management and daily schedules are subject to irregularities.

Plan to Monitor Progress Toward the Goal

Increase in CGA scores and FCAT scores in Science

Person or Persons Responsible
Classroom teachers, Leadership team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
CGA data, FCAT data

G3. Students scoring at or above 3.5 on FCAT Writing will increase by 3%.

Targets Supported
- Writing

Resources Available to Support the Goal
- District Writing prompts, writing rubrics

Targeted Barriers to Achieving the Goal
- Teacher conferencing repertoire of strategies is limited to revision technique specific to a singular piece.
- Writing instruction is not in proportion to reading instruction in primary grades.

Plan to Monitor Progress Toward the Goal

Increased scores on district writing prompts and FCAT writing.

Person or Persons Responsible
Leadership team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
FCAT scores

G4. All subgroups will meet AMO targets in mathematics.

Targets Supported

Resources Available to Support the Goal
- Tutoring, ESOL paraprofessional, ESE teachers. District ESOL Specialist, District ESE Specialist

Targeted Barriers to Achieving the Goal
- Prior knowledge and experiences for students to build upon.

Plan to Monitor Progress Toward the Goal

An increase will be seen in the achievement for each AMO group.

Person or Persons Responsible
Leadership team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
CGA data, FCAT data and FAA data

G5. Students in the lowest 25% making learning gains on the FCAT Mathematics will increase by 3%.

Targets Supported

Resources Available to Support the Goal
- iReady, Ready Common Core Lessons, Tutoring, MTSS Team

Targeted Barriers to Achieving the Goal
- Limited understanding of how to interpret data and group students for RtI.

Plan to Monitor Progress Toward the Goal

Identified students will demonstrate improvement or be referred to MRT for additional evaluation.

Person or Persons Responsible
Classroom teachers, MTSS team

Target Dates or Schedule:
Every 4 to 6 weeks

Evidence of Completion:
Documentation of lessons, RtI data, charts and graphs

G6. Eligible students making learning gains in mathematics on the FCAT will increase by 3%.

Targets Supported

Resources Available to Support the Goal
- iReady, Envisions, Reflex Math, Ready Common Core Lessons

Targeted Barriers to Achieving the Goal
- Basic knowledge of skills and training on how to provide strategies for struggling students.

Plan to Monitor Progress Toward the Goal

Differentiated and explicit lessons.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
iReady data, CGA data, FCAT data

G7. Students achieving a level 4 or above on the FCAT Mathematics will increase by 3%.

Targets Supported

Resources Available to Support the Goal
- iReady, IXL math, Gizmos, District Math Specialist

Targeted Barriers to Achieving the Goal
- Developing use of center rotation activities and use of daily journals to record mathematical thinking.

Plan to Monitor Progress Toward the Goal

Increase of rigorous activities created to share with colleagues

Person or Persons Responsible
Classroom teachers, math lead teachers

Target Dates or Schedule:
Monthly collaborative team planning meetings

Evidence of Completion:
Bank of activities created for teachers to share with each other. Increase of level 4 and 5 students maintaining or increasing score on FCAT math.

G8. Students achieving level 3 on the FCAT Mathematics will increase by 3%.

Targets Supported

Resources Available to Support the Goal
- Curriculum Guides, CGAs, District Math Specialist, Gizmos, Reflex Math

Targeted Barriers to Achieving the Goal
- Basic understanding of best practice and pedagogy.
- Limited understanding in primary grades with vertical correlation of CCSS math standards

Plan to Monitor Progress Toward the Goal

Growth on CGA assessments and FCAT scores.

Person or Persons Responsible
Leadership Team, District Math Specialist

Target Dates or Schedule:
Quarterly and end of year

Evidence of Completion:
Student work, CGA scores and FCAT scores

G9. All subgroups will meet AMO targets in reading.

Targets Supported

Resources Available to Support the Goal
- ESOL paraprofessional, District Specialist for ESOL, District Specialist for ESE, Guidance Counselor

Targeted Barriers to Achieving the Goal
- Teachers understanding of AMOs and subgroups and how it impacts school data.
- Scheduling time for the ESOL para and ESE teachers to meet with classroom teachers to communicate accommodations and strategies for students in AMO subgroups.

Plan to Monitor Progress Toward the Goal

Increase will be seen in the achievement of students in the Asain, Hispanic, ELL and SWD subgroups as these were the subgroups that did not meet AMO target for 2013.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
CGA data, FCAT data, FAA data, CELLA data

G10. Students in the lowest 25% making learning gains on the FCAT reading will increase by 3%.

Targets Supported

Resources Available to Support the Goal
- MTSS Team, Tutoring, Tier 2 and Tier 3 researched based interventions

Targeted Barriers to Achieving the Goal
- The use of the RtI model is limited. How to effectively document the use of assessments for progress monitoring is limited as well.

Plan to Monitor Progress Toward the Goal

Identified students will demonstrate improvement in achievement or be referred to MRT for additional support.

Person or Persons Responsible
Classroom teachers, MTSS team

Target Dates or Schedule:
Every 4 to 6 weeks

Evidence of Completion:
Documentation of lessons, RtI data charted and graphed

G11. Eligible students making learning gains in reading on the FCAT will increase by 3%.

Targets Supported

Resources Available to Support the Goal
- Tutoring, Reading Coach

Targeted Barriers to Achieving the Goal
- Teachers most frequently have students practice skills vs teaching the use of strategies.

Plan to Monitor Progress Toward the Goal

Differentiated lessons

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
DAR data, CGA data, FCAT data

G12. Students achieving a level 4 or above on the FCAT Reading will increase by 3%.

Targets Supported

Resources Available to Support the Goal
- Reading Coach, District Reading Specialist

Targeted Barriers to Achieving the Goal
- Teachers infrequently utilize effective enrichment activities for center rotations.

- Teachers rarely provide "above average" students differentiated instruction to meet the needs of high achievers.

Plan to Monitor Progress Toward the Goal

Increase of rigorous activities created to share with colleagues

Person or Persons Responsible
Classroom teachers, reading coach

Target Dates or Schedule:
Monthly collaborative team planning meetings

Evidence of Completion:
Bank of activities created for teachers to share with each other Increase of level 4 and 5 students maintaining or increasing score on FCAT reading.

G13. Students achieving level 3 on the FCAT Reading will increase by 3%.

Targets Supported

Resources Available to Support the Goal

- Common Core State Standards, Curriculum Guides, Curriculum Guide Assessments, School Reading Coach, District Reading Specialist K-2, District Reading Specialist 3-5.

Targeted Barriers to Achieving the Goal

- Currently teachers demonstrate a basic understanding of Common Core State Standards and the level of rigor involved.

- Teachers inconsistently implement the use of best practices and pedagogy to reach the needs of all students.

- Teachers use of assessments for determining the formation of instructional groups, strategies and the documentation of RtI is limited.

Plan to Monitor Progress Toward the Goal

Review of CGA data and FCAT results

Person or Persons Responsible
Administration, Reading Coach, Teachers

Target Dates or Schedule:
Quarterly and end of year

Evidence of Completion:
Increase is scores on reading CGAs and increase of Level 3 scores on FCAT Reading.

Action Plan for Improvement

Problem Solving Key

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

G1. The number of STEM related experiences for students will increase for all grade levels.

G1.B1 Cost of field trips for students

G1.B1.S1 Each grade level will participate in at least two STEM related activities during the school year.

Action Step 1

Identify low cost field trips and in school programs for students.

Person or Persons Responsible

Classroom teachers, Science committee

Target Dates or Schedule

Monthly meeting of Science committee

Evidence of Completion

List of possible field trips and programs

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

Grade level science contact will schedule field trips and or programs for school.

Person or Persons Responsible

Science committee members, Science lead teachers, administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Field trip requests, schedule of programs for school

Plan to Monitor Effectiveness of G1.B1.S1

Monitor attendance at field trips and school programs

Person or Persons Responsible

Classroom teachers, administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance logs

G2. Students scoring level 3 or higher on the FCAT Science will increase by 3%.

G2.B1 Documentation generated in interactive science journals shows teacher misconception of their purpose.

G2.B1.S1 Teachers will generate documentation showing how students use interactive science journals during hands on science investigations.

Action Step 1

District Science specialist will work with teachers to deepen understanding of journal use.

Person or Persons Responsible

District Science Specialist

Target Dates or Schedule

bi-monthly

Evidence of Completion

Support logs from specialist, next steps left from visits, teacher feedback in journals, grades for journal work

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

Student journals will be reviewed during focus walks.

Person or Persons Responsible

Administration, District Science Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

Students journals with at lest 2 entries a week

Plan to Monitor Effectiveness of G2.B1.S1

Review of CGA data and teacher made science tests.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Twice quarterly

Evidence of Completion

Progress reports, CGA data, report cards

G2.B1.S2 Teachers will have students utilize interactive journals and will provide clear consistent feedback to students on a regular basis, allowing for immediate correction of misconceptions or reinforcement of learning.

Action Step 1

All students will have interactive journals to use regularly

Person or Persons Responsible

Science teachers

Target Dates or Schedule

2-3 times a week

Evidence of Completion

Weekly checks of student journals by teacher and administration, documentation teacher feedback, teacher grades

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Teacher will review student journals weekly as well as district specialist reviewing journals when visiting school

Person or Persons Responsible

teachers, administration, district specialist

Target Dates or Schedule

weekly for teachers, bi-monthly for administration and specialist

Evidence of Completion

Teacher feedback in journals to students, grade in grade book for journal entries

Plan to Monitor Effectiveness of G2.B1.S2

Informal assessments, CGA scores, FCAT scores

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

quarterly

Evidence of Completion

Data from tests, increase to depth of student writing for science

G2.B2 Students in grades K-4 sporadically participate in lessons requiring scientific thinking

G2.B2.S1 Teachers in grades K-4 will incorporate leveled science readers into daily science instruction to increase regularity of exposure to scientific thinking along with more hands on activities.

Action Step 1

Grade level teams will review curriculum guides to plan and deliver science exploration activities

Person or Persons Responsible

Classroom teachers, District Science Specialist, Science lead teachers

Target Dates or Schedule

Weekly collaborative planning

Evidence of Completion

Lesson plans

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

Review of lesson plans and classroom observations.

Person or Persons Responsible

Administration, District Science Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

Student journals, check out log of science materials, lesson plans, observation feedback

Plan to Monitor Effectiveness of G2.B2.S1

Review of science journals, grades and CGA data

Person or Persons Responsible

Classroom teachers, Leadership team

Target Dates or Schedule

Twice a month

Evidence of Completion

Science journals, grade books, progress reports,CGA scores

G2.B3 Classroom time management and daily schedules are subject to irregularities.

G2.B3.S1 Teachers will receive realistic, actionable professional development demonstrating cross curricular instructional strategies.

Action Step 1

Delivery of professional development on cross curricular strategies

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Early Dismissal Day Trainings

Evidence of Completion

Agenda, Hand out with strategies

Facilitator:

Reading Coach, Science Lead Teacher

Participants:

Classroom Science Teachers grades K-5

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

Review of lesson plans, lesson observations

Person or Persons Responsible

Administration, District Science Specialist

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Observation feedback, CGA data, Interactive Journal reviews

Plan to Monitor Effectiveness of G2.B3.S1

Review of scores from CGAs, teacher made tests, FCAT scores and fidelity checks

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Progress reports, report FCAT

G3. Students scoring at or above 3.5 on FCAT Writing will increase by 3%.

G3.B1 Teacher conferencing repertoire of strategies is limited to revision technique specific to a singular piece.

G3.B1.S1 Teachers will collaborate with other ELA teachers and reading coach to engage in dialogue about student writing to build on techniques used during conferencing.

Action Step 1

Reading coach will model writing conferencing for teachers and share a variety of conference logs which may be used.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

November Early Dismissal

Evidence of Completion

Training Agenda, teacher conference logs, teacher feedback to students, student work samples

Facilitator:

Reading Coach

Participants:

K-5 classroom teachers

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

Focus walks where revision and editing process will be reviewed in student work.

Person or Persons Responsible

Reading coach, administration

Target Dates or Schedule

Monthly classroom visits

Evidence of Completion

Student writing folders, conference logs

Plan to Monitor Effectiveness of G3.B1.S1

Conference logs will be reviewed

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Conference logs, Student's use of editing in their writing

G3.B2 Writing instruction is not in proportion to reading instruction in primary grades.

G3.B2.S1 Primary teachers will take advantage of the reciprocity of reading and writing to develop more of a daily balance instruction.

Action Step 1

Primary teachers will develop daily writing opportunities for students by collaborating with ELA teachers in grades 3-5

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Early Dismissal Day Trainings

Evidence of Completion

Lessons developed by teachers, training agenda and minutes

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

Classroom focus walks, lesson plan reviews, collaborative planning minutes

Person or Persons Responsible

ELA teachers, reading coach, administration

Target Dates or Schedule

Monthly

Evidence of Completion

Focus walk feedback, feedback on lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Review of student writing folders, data from writing prompts

Person or Persons Responsible

administration, reading coach

Target Dates or Schedule

monthly

Evidence of Completion

Student work, data from writing prompts, student journals

G4. All subgroups will meet AMO targets in mathematics.

G4.B1 Prior knowledge and experiences for students to build upon.

G4.B1.S1 Develop lessons which include real world connections for students and the use of manipulatives.

Action Step 1

Training on strategies and accommodations for ELL and ESE students.

Person or Persons Responsible

ESE lead teacher, ESOL District Specialist, ESE District Specialist, Guidance counselor

Target Dates or Schedule

Early Dismissal Days

Evidence of Completion

Agendas, Resources lists, suggestions for differentiated ways to assess students

Facilitator:

District Specialist, ESE lead teacher, Guidance Counselor

Participants:

All classroom teachers, ESE teachers

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

Teachers will document strategies and accommodations, connections for students in lesson plans.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, student work, student journals

Plan to Monitor Effectiveness of G4.B1.S1

Increased achievement on CGA assessments and FCAT

Person or Persons Responsible

Classroom teachers, Guidance counselor, ESE lead teacher, Administration

Target Dates or Schedule

Twice quarterly

Evidence of Completion

Progress reports, report cards, IEP reviews

G5. Students in the lowest 25% making learning gains on the FCAT Mathematics will increase by 3%.

G5.B1 Limited understanding of how to interpret data and group students for RtI.

G5.B1.S1 Teachers will utilize RtI time during center rotations to emphasize small group instruction using Tier 2 and Tier 3 interventions.

Action Step 1

Training for MTSS on interpreting data,appropriate interventions strategies and monthly MTSS meetings.

Person or Persons Responsible

MTSS team, District Math Specialist, Administration ESE teachers

Target Dates or Schedule

Early Dismissal Days

Evidence of Completion

Training agendas, meeting minutes, informal and formal assessments of interventions

Facilitator:

Guidance counselor, District Math Specialist, ESE Lead teacher

Participants:

All math teachers and ESE teachers

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

Students in the bottom quartile will participate daily in RtI instruction.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

RtI documentation notebooks, lesson plans, graphs of student data

Plan to Monitor Effectiveness of G5.B1.S1

Teachers will meet with MTSS team to review student documentation for RtI.

Person or Persons Responsible

MTSS team, administration

Target Dates or Schedule

Monthly meetings

Evidence of Completion

Data from exit tickets, mini assessments

G6. Eligible students making learning gains in mathematics on the FCAT will increase by 3%.

G6.B1 Basic knowledge of skills and training on how to provide strategies for struggling students.

G6.B1.S1 Teachers will plan explicit instruction and differentiation for student activities on a daily basis for struggling students.

Action Step 1

Collaborative planning to best utilize the resources of iReady, Reflex math and Gizmos.

Person or Persons Responsible

Math lead teachers, District Math Specialist, classroom teachers

Target Dates or Schedule

Weekly collaborative planning time

Evidence of Completion

Common lesson plans, informal and formal assessments

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

Review data from iReady lessons and Reflex math.

Person or Persons Responsible

Classroom teachers, Leadership Team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Student growth in data, CGA assessments, benchmark check point assessment data

Plan to Monitor Effectiveness of G6.B1.S1

Review of lesson plans and classroom walk-throughs, observations

Person or Persons Responsible

Administration, District Math Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, feedback forms from observations, assessment data

G7. Students achieving a level 4 or above on the FCAT Mathematics will increase by 3%.

G7.B1 Developing use of center rotation activities and use of daily journals to record mathematical thinking.

G7.B1.S1 Teacher will create enrichment activities during center rotations to meet the needs of higher achieving students including the use of interactive journals.

Action Step 1

Train teachers on the development of center rotation activities and the use of interactive journals.

Person or Persons Responsible

Math teachers K-5 Math lead teacher, District Math Specialist

Target Dates or Schedule

Collaborative planning time once a month

Evidence of Completion

Training agendas, list of ideas for rotation activities, suggestions for informal assessments

Facilitator:

Math led teacher, District Math Specialist

Participants:

Mathe teacher K-5, ESE teachers

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

Classroom walk-throughs and CAST observations

Person or Persons Responsible

District Math Specialist, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Observation feedback forms, student work

Plan to Monitor Effectiveness of G7.B1.S1

Student work and journals will be reviewed regularly.

Person or Persons Responsible

Math teams, leadership teams

Target Dates or Schedule

Monthly

Evidence of Completion

CGA scores, IXL data

G8. Students achieving level 3 on the FCAT Mathematics will increase by 3%.

G8.B1 Basic understanding of best practice and pedagogy.

G8.B1.S1 All math teachers will implement the Gradual Release of Responsibility Model and deliver differentiated instruction in math.

Action Step 1

Lesson plans will be written to reflect (GRRM).

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk-throughs, review of lesson plans, informal and formal assessments by teacher

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

During collaborative planning teachers will share/develop lesson plans for math instruction.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly collaborative planning

Evidence of Completion

Lesson plans, feedback from classroom observations, data from benchmark checkpoint assessments

Plan to Monitor Effectiveness of G8.B1.S1

Quarterly review of student grades and CGA assessments.

Person or Persons Responsible

Classroom teachers, Leadership Team

Target Dates or Schedule

Mid term and end of nine weeks.

Evidence of Completion

Improvement/growth in students data.

G8.B2 Limited understanding in primary grades with vertical correlation of CCSS math standards

G8.B2.S1 Teachers will work in vertical team PLCs to study CCSS math and analyze student work.

Action Step 1

Vertical team PLCs will be scheduled for some of the Early Dismissal days.

Person or Persons Responsible

Admininstration, District Math Specialist, Math lead teachers

Target Dates or Schedule

Early Dismissal days in Jan., March and May

Evidence of Completion

Vertical mapping of CCSS for math, summaries of student work

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

Minutes and notes from PLC will be reviewed and vertical trajectories for benchmarks will be written for teachers.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Jan., March and May

Evidence of Completion

Lesson plans, observation feedback for K-2 classrooms

Plan to Monitor Effectiveness of G8.B2.S1

CGA assessment data will be analyzed in all K-2 classes.

Person or Persons Responsible

Grade level teams, Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

CGA scores, student grades

G9. All subgroups will meet AMO targets in reading.

G9.B1 Teachers understanding of AMOs and subgroups and how it impacts school data.

G9.B1.S1 All teachers will identify which AMO groups each of their students belong to and monitor their progress on CGA assessments.

Action Step 1

Review data, achievement levels and AMO targets with teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-planning, Faculty meetings

Evidence of Completion

Meeting agendas, documentation from teachers outlining AMO groups for their class

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Teachers will meet with administration to discuss classroom data as it relates to the AMO groups

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

Quarterly meetings

Evidence of Completion

Feedback form, monitoring of data through INFORM

Plan to Monitor Effectiveness of G9.B1.S1

The leadership team will review data for each AMO subgroup twice each quarter to monitor progress.

Person or Persons Responsible

Classroom teachers, Leadership team

Target Dates or Schedule

During weekly leadership team meetings

Evidence of Completion

CGA data and other data being reported in INFORM

G9.B2 Scheduling time for the ESOL para and ESE teachers to meet with classroom teachers to communicate accommodations and strategies for students in AMO subgroups.

G9.B2.S1 ESOL para will work with ESOL District Specialist to best utilize her time with students.

Action Step 1

Para will attend district workshops and meet regularly with the district specialist to review schedule and contact time with students.

Person or Persons Responsible

Para, district specialist, guidance counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Para's daily schedule

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Para will keep log of contact hours with students and notes of activities conducted with students.

Person or Persons Responsible

Para, guidance counselor and assistant principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Contact log, daily schedule, activity log

Plan to Monitor Effectiveness of G9.B2.S1

Review of ELL students' work and weekly grades

Person or Persons Responsible

Para, classroom teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Gradebook, tests data, CGA data

G9.B2.S2 ELL strategies and ESE accommodations will be reviewed with classroom teachers during collaborative planning time. Teachers will implement these strategies with students to provide consistency.

Action Step 1

Teachers will receive information regarding strategies and accommodations for ELL and ESE students.

Person or Persons Responsible

Classroom teachers, ESE lead teacher, Guidance Counselor

Target Dates or Schedule

Early Dismissal Training

Evidence of Completion

Agendas, Resource lists

Facilitator:

ESE Lead Teacher, Guidance Counselor, ESE District Specialist

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G9.B2.S2

Teachers will document strategies and accommodations being used in lesson plans.

Person or Persons Responsible

Classroom teachers, administrations

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, Student work

Plan to Monitor Effectiveness of G9.B2.S2

Increased achievement on CGA assessments and FCAT.

Person or Persons Responsible

Classroom teachers, guidance counselor, ESE teachers, administration

Target Dates or Schedule

Twice quarterly

Evidence of Completion

Progress reports, report cards, IEP reviews

G10. Students in the lowest 25% making learning gains on the FCAT reading will increase by 3%.

G10.B1 The use of the RtI model is limited. How to effectively document the use of assessments for progress monitoring is limited as well.

G10.B1.S1 All teachers will receive training on RtI documentation and the types of interventions to use during RtI.

Action Step 1

Training from MTSS team and monthly MTSS meetings

Person or Persons Responsible

Classroom teachers, MTSS team, administration

Target Dates or Schedule

Early Dismissal Days

Evidence of Completion

Training agendas, Meeting minutes, RtI documentation logs, student data charts

Facilitator:

Guidance Counselor, ESE lead teacher

Participants:

All classroom teachers and ESE teachers

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Students in the bottom quartile will participate daily in RtI instruction.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

RtI documentation notebooks, Checklist, graphs of student data

Plan to Monitor Effectiveness of G10.B1.S1

Teachers will bring documentation and meet with the MTSS team.

Person or Persons Responsible

MTSS team, administation

Target Dates or Schedule

Meetings are scheduled monthly

Evidence of Completion

Data from mini-assessments, RtI graphs

G11. Eligible students making learning gains in reading on the FCAT will increase by 3%.

G11.B1 Teachers most frequently have students practice skills vs teaching the use of strategies.

G11.B1.S1 ELA teachers will attend PLC training to obtain strategies for differentiating instruction.

Action Step 1

Training and collaborative time for planning

Person or Persons Responsible

ELA teachers, Reading Coach

Target Dates or Schedule

Weekly collaborative planning time

Evidence of Completion

Collaborative plans and assessments developed by ELA teams

Facilitator:

Reading Coach, ELA lead teachers

Participants:

All ELA teachers

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Observe lessons, Review lesson plans and assessments

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

bi-weekly

Evidence of Completion

Feedback on lessons, review of student work

Plan to Monitor Effectiveness of G11.B1.S1

Review of student work

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

monthly

Evidence of Completion

Review of data from teacher developed common assessments

G12. Students achieving a level 4 or above on the FCAT Reading will increase by 3%.

G12.B1 Teachers infrequently utilize effective enrichment activities for center rotations.

G12.B1.S1 Teachers will create and utilize activities and indicate in their lesson plans how they will alter the activities during center rotations to meet the needs of higher achieving students.

Action Step 1

Differentiation and enrichment activities

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Creating and planning during collaborative time with teacher Activities used during center rotations with students

Evidence of Completion

Lesson plans, Students tracking form for activities completed

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Classroom walkthroughs, CAST observations

Person or Persons Responsible

Administration, Reading Coach, District Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback forms, CGA data

Plan to Monitor Effectiveness of G12.B1.S1

Student tracking forms for completed activities

Person or Persons Responsible

Classroom teachers and students, administration

Target Dates or Schedule

Weekly by teachers and students, Quarter data chats between administration and teachers

Evidence of Completion

Lesson plans, center completion data, scores on CGAs

G12.B2 Teachers rarely provide "above average" students differentiated instruction to meet the needs of high achievers.

G12.B2.S1 ELA teachers will work with reading coach to collect tools to differentiate instruction for high achievers.

Action Step 1

Monthly PLC meetings to include training

Person or Persons Responsible

ELA teachers

Target Dates or Schedule

Monthly at Early Dismissal training

Evidence of Completion

Agendas, Resources shared with teachers, samples of rotation activities

Facilitator:

Reading Coach, District Reading Specialist

Participants:

All ELA teachers K-5

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Focus walks

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly to see teachers' use of new strategies learned

Evidence of Completion

Lesson Plans, Observation notes

Plan to Monitor Effectiveness of G12.B2.S1

Use of new learning strategies

Person or Persons Responsible

ELA teachers and administration

Target Dates or Schedule

Quarterly Data Chats

Evidence of Completion

CGA data for high achieving students

G13. Students achieving level 3 on the FCAT Reading will increase by 3%.

G13.B1 Currently teachers demonstrate a basic understanding of Common Core State Standards and the level of rigor involved.

G13.B1.S1 Provide training on Common Core State Standards to deepen teachers' ability to deliver rigorous instruction.

Action Step 1

Professional Development Training

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Early Dismissal Training, Collaborative Planning Times

Evidence of Completion

Minutes from training and collaborative planning, lesson plans, data from CGAs, observations of reading instruction in classrooms

Facilitator:

Reading Coach

Participants:

Teachers in grades K-5, ESE teachers

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Observations, Review of lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Observations of reading instruction in classroom, CAST observation data

Plan to Monitor Effectiveness of G13.B1.S1

Review of student data

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarter reading grades, CGA data, documentation of data review between administration and teachers

G13.B2 Teachers inconsistently implement the use of best practices and pedagogy to reach the needs of all students.

G13.B2.S1 Teachers is K-5th grade will implement the Gradual Release of Responsibility Model (GRRM) and deliver differentiated literacy instruction through center rotations.

Action Step 1

Model Lessons for classroom teachers

Person or Persons Responsible

Reading Coach, District Specialists, Classroom teachers

Target Dates or Schedule

Ongoing through out the year

Evidence of Completion

Observation notes, lesson plans, documentation of center rotation activities

Facilitator:

Reading Coach, District Specialist

Participants:

Identified classroom teachers

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Differentiated instruction, center rotation activities

Person or Persons Responsible

Reading Coach, District Specialists

Target Dates or Schedule

Monthly

Evidence of Completion

Coach and support logs, teacher lesson plans, plans for center rotations

Plan to Monitor Effectiveness of G13.B2.S1

Classroom observation, review of lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Differentiation in lesson plans, increased rigor of center rotation activities, increased student engagement

G13.B3 Teachers use of assessments for determining the formation of instructional groups, strategies and the documentation of RtI is limited.

G13.B3.S1 All ELA teachers will form fluid and flexible instructional groups using data in order to effectively document RtI.

Action Step 1

Review of RtI documentation tools

Person or Persons Responsible

Classroom and ESE teachers, Guidance Counselor and Assistant Principal

Target Dates or Schedule

During Collaborative Planning with grade levels

Evidence of Completion

Documentation of instructional groups by teachers, Minutes from planning meetings

Facilitator:

Guidance Counselor

Participants:

Classroom and ESE teachers

Plan to Monitor Fidelity of Implementation of G13.B3.S1

Analysis of data during RtI process

Person or Persons Responsible

Classroom teachers, RtI team

Target Dates or Schedule

Every 4-6 weeks

Evidence of Completion

RtI documentation forms, evidence of instructional groups changing as noted in lesson plans

Plan to Monitor Effectiveness of G13.B3.S1

Instructional groups and RtI documentation

Person or Persons Responsible

Guidance Counselor, RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans documenting instructional groups, student grades, RtI documentation and data

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

The district utilizes Title III funds to provide services to ELL students and families. ELL students at Kernan Trial Elementary receive support from an ESOL paraprofessional. The paraprofessional and teacher receives support from an ELL district support specialist. The Transact program is also available for use to translate written documents for parents/guardians.

The district utilizes Title X funds which allows for transportation to our school for homeless students when needed.

The allocation of SAI funds to the school are used for after school tutoring or Saturday tutoring for those students in the bottom quartile for reading and mathematics.

The school's Foundations Team and faculty implement the C.H.A.M.P. curriculum and the Second Step anti-bulllying program. The guidance counselor uses the Speak Up, Be Safe curriculum with all classes.

Character education lesson plans are shared with all teachers to support the monthly character trait.

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.

G2. Students scoring level 3 or higher on the FCAT Science will increase by 3%.

G2.B3 Classroom time management and daily schedules are subject to irregularities.

G2.B3.S1 Teachers will receive realistic, actionable professional development demonstrating cross curricular instructional strategies.

PD Opportunity 1

Delivery of professional development on cross curricular strategies

Facilitator

Reading Coach, Science Lead Teacher

Participants

Classroom Science Teachers grades K-5

Target Dates or Schedule

Early Dismissal Day Trainings

Evidence of Completion

Agenda, Hand out with strategies

G3. Students scoring at or above 3.5 on FCAT Writing will increase by 3%.

G3.B1 Teacher conferencing repertoire of strategies is limited to revision technique specific to a singular piece.

G3.B1.S1 Teachers will collaborate with other ELA teachers and reading coach to engage in dialogue about student writing to build on techniques used during conferencing.

PD Opportunity 1

Reading coach will model writing conferencing for teachers and share a variety of conference logs which may be used.

Facilitator

Reading Coach

Participants

K-5 classroom teachers

Target Dates or Schedule

November Early Dismissal

Evidence of Completion

Training Agenda, teacher conference logs, teacher feedback to students, student work samples

G4. All subgroups will meet AMO targets in mathematics.

G4.B1 Prior knowledge and experiences for students to build upon.

G4.B1.S1 Develop lessons which include real world connections for students and the use of manipulatives.

PD Opportunity 1

Training on strategies and accommodations for ELL and ESE students.

Facilitator

District Specialist, ESE lead teacher, Guidance Counselor

Participants

All classroom teachers, ESE teachers

Target Dates or Schedule

Early Dismissal Days

Evidence of Completion

Agendas, Resources lists, suggestions for differentiated ways to assess students

G5. Students in the lowest 25% making learning gains on the FCAT Mathematics will increase by 3%.

G5.B1 Limited understanding of how to interpret data and group students for RtI.

G5.B1.S1 Teachers will utilize RtI time during center rotations to emphasize small group instruction using Tier 2 and Tier 3 interventions.

PD Opportunity 1

Training for MTSS on interpreting data,appropriate interventions strategies and monthly MTSS meetings.

Facilitator

Guidance counselor, District Math Specialist, ESE Lead teacher

Participants

All math teachers and ESE teachers

Target Dates or Schedule

Early Dismissal Days

Evidence of Completion

Training agendas, meeting minutes, informal and formal assessments of interventions

G7. Students achieving a level 4 or above on the FCAT Mathematics will increase by 3%.

G7.B1 Developing use of center rotation activities and use of daily journals to record mathematical thinking.

G7.B1.S1 Teacher will create enrichment activities during center rotations to meet the needs of higher achieving students including the use of interactive journals.

PD Opportunity 1

Train teachers on the development of center rotation activities and the use of interactive journals.

Facilitator

Math led teacher, District Math Specialist

Participants

Mathe teacher K-5, ESE teachers

Target Dates or Schedule

Collaborative planning time once a month

Evidence of Completion

Training agendas, list of ideas for rotation activities, suggestions for informal assessments

G9. All subgroups will meet AMO targets in reading.

G9.B2 Scheduling time for the ESOL para and ESE teachers to meet with classroom teachers to communicate accommodations and strategies for students in AMO subgroups.

G9.B2.S2 ELL strategies and ESE accommodations will be reviewed with classroom teachers during collaborative planning time. Teachers will implement these strategies with students to provide consistency.

PD Opportunity 1

Teachers will receive information regarding strategies and accommodations for ELL and ESE students.

Facilitator

ESE Lead Teacher, Guidance Counselor, ESE District Specialist

Participants

Classroom teachers

Target Dates or Schedule

Early Dismissal Training

Evidence of Completion

Agendas, Resource lists

G10. Students in the lowest 25% making learning gains on the FCAT reading will increase by 3%.

G10.B1 The use of the RtI model is limited. How to effectively document the use of assessments for progress monitoring is limited as well.

G10.B1.S1 All teachers will receive training on RtI documentation and the types of interventions to use during RtI.

PD Opportunity 1

Training from MTSS team and monthly MTSS meetings

Facilitator

Guidance Counselor, ESE lead teacher

Participants

All classroom teachers and ESE teachers

Target Dates or Schedule

Early Dismissal Days

Evidence of Completion

Training agendas, Meeting minutes, RtI documentation logs, student data charts

G11. Eligible students making learning gains in reading on the FCAT will increase by 3%.

G11.B1 Teachers most frequently have students practice skills vs teaching the use of strategies.

G11.B1.S1 ELA teachers will attend PLC training to obtain strategies for differentiating instruction.

PD Opportunity 1

Training and collaborative time for planning

Facilitator

Reading Coach, ELA lead teachers

Participants

All ELA teachers

Target Dates or Schedule

Weekly collaborative planning time

Evidence of Completion

Collaborative plans and assessments developed by ELA teams

G12. Students achieving a level 4 or above on the FCAT Reading will increase by 3%.

G12.B2 Teachers rarely provide "above average" students differentiated instruction to meet the needs of high achievers.

G12.B2.S1 ELA teachers will work with reading coach to collect tools to differentiate instruction for high achievers.

PD Opportunity 1

Monthly PLC meetings to include training

Facilitator

Reading Coach, District Reading Specialist

Participants

All ELA teachers K-5

Target Dates or Schedule

Monthly at Early Dismissal training

Evidence of Completion

Agendas, Resources shared with teachers, samples of rotation activities

G13. Students achieving level 3 on the FCAT Reading will increase by 3%.

G13.B1 Currently teachers demonstrate a basic understanding of Common Core State Standards and the level of rigor involved.

G13.B1.S1 Provide training on Common Core State Standards to deepen teachers' ability to deliver rigorous instruction.

PD Opportunity 1

Professional Development Training

Facilitator

Reading Coach

Participants

Teachers in grades K-5, ESE teachers

Target Dates or Schedule

Early Dismissal Training, Collaborative Planning Times

Evidence of Completion

Minutes from training and collaborative planning, lesson plans, data from CGAs, observations of reading instruction in classrooms

G13.B2 Teachers inconsistently implement the use of best practices and pedagogy to reach the needs of all students.

G13.B2.S1 Teachers is K-5th grade will implement the Gradual Release of Responsibility Model (GRRM) and deliver differentiated literacy instruction through center rotations.

PD Opportunity 1

Model Lessons for classroom teachers

Facilitator

Reading Coach, District Specialist

Participants

Identified classroom teachers

Target Dates or Schedule

Ongoing through out the year

Evidence of Completion

Observation notes, lesson plans, documentation of center rotation activities

G13.B3 Teachers use of assessments for determining the formation of instructional groups, strategies and the documentation of RtI is limited.

G13.B3.S1 All ELA teachers will form fluid and flexible instructional groups using data in order to effectively document RtI.

PD Opportunity 1

Review of RtI documentation tools

Facilitator

Guidance Counselor

Participants

Classroom and ESE teachers

Target Dates or Schedule

During Collaborative Planning with grade levels

Evidence of Completion

Documentation of instructional groups by teachers, Minutes from planning meetings

Appendix 2: Budget to Support School Improvement Goals