



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Crown Point Elementary School

3800 CROWN POINT RD

Jacksonville, FL 32257

904-260-5808

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

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
57%

Alternative/ESE Center
No

Charter School
No

Minority Rate
49%

School Grades History

2013-14
C

2012-13
B

2011-12
A

2010-11
B

2009-10
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	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	31
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	81
Appendix 2: Budget to Support Goals	93

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
Prevent	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Crown Point Elementary School

Principal

Jayne Owens Thompson

School Advisory Council chair

Marcie Scott

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

Name	Title
Debra Neal	Assistant Principal
Heidi Taylor	Assistant Principal

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

Scott, Marcie - Parent, Chair
 Owens-Thompson, Jayne - Principal
 Song, Hongying - Community
 Kane, Debbie - Parent
 Noren, Leif - Teacher, Secretary
 Sekers, Jan - Educational Support
 Ailes, Clarissa - Parent

Involvement of the SAC in the development of the SIP

The SAC meets monthly and meetings focus on the content areas, safe schools, the budget and school issues. The faculty met in vertical teams to discuss goals, barriers, strategies and materials. These discussions and charts were shared with the SAC for discussion.

Activities of the SAC for the upcoming school year

The SAC meets on the first Thursday of each month at 3:30pm. We will take a content area each month and discuss the progress of the goals through the strategies. Available data will be shared on an ongoing basis. A mid-year data process report will be provided to the SAC. The SAC will review the school's budget allocation in the fall and spring.

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

The allocation will be used to purchase science lab materials, math intervention materials and books for a professional book study in math. The amounts will be determined when the allocation is received.

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jayne Owens Thompson

Principal

Years as Administrator: 16

Years at Current School: 3

Credentials

BA- Elementary Education
 Masters of Arts Elementary Education
 Early Childhood Elementary (K-6) Certification, FL
 Educational Leadership Certification

Performance Record

Principal of Crown Point Elementary 2012-2013
 School Grade: B
 Points Earned: 464
 Reading Proficiency: 66% Math Proficiency: 62% Writing Proficiency: 48% Reading Learning Gains: 68% Math Learning Gains: 54% Reading Lowest Gains: 59% Math Lowest Gains: 49%

Principal of Crown Point Elementary 2011-2012
 School Grade: A
 Points Earned: 559
 Reading Proficiency: 63% Math Proficiency: 69% Writing Proficiency: 80% Reading Learning Gains: 72% Math Learning Gains: 78% Reading Lowest Gains: 75% Math Lowest Gains: 75%

2010-2011
 School Grade: B Points Earned: 501 AYP: No

Principal at Hendricks Elementary 2009-2010
 School Grade: A
 Points Earned: 622
 AYP: Yes 2008-2009

School Grade: A Points Earned: 635 AYP: No 2007-2008
School Grade: A Points Earned: 669 AYP: Yes 2006-2007
School Grade: A Points Earned: 603 AYP: Yes 2005-2006
School Grade: A Points Earned: 483 AYP: Yes 2004-2005
School Grade: A Points Earned: 455 AYP: Yes 2003-2004
School Grade: A Points Earned: 473 AYP: Yes

Heidi Taylor		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	Masters in Educational Leadership University of North Florida, 2011 Bachelors in Communications University of North Florida, 2003 Certifications: Educational Leadership (All Levels) Elementary Education (K-6) National Board of Professional Teaching Standards, 2008 Middle Childhood Generalist	
Performance Record	Teacher, Waterleaf Elementary 2012 - 2013 School Grade: A Points Earned: 541 Reading Proficiency: 66% Math Proficiency: 72% Writing Proficiency: 57% Reading Learning Gains: 74% Math Learning Gains: 71% Reading Lowest Gains: 78% Math Lowest Gains: 55%	

Debra Neal		
Asst Principal	Years as Administrator:	Years at Current School:
Credentials	BA- Elementary Education, University of North Florida; Masters – Educational Leadership, Nova Southeastern University; Florida Certification – Educational Leadership, Elementary Education	
Performance Record	Assistant Principal of Crown Point Elementary Principal of Crown Point Elementary 2012-2013 School Grade: B Points Earned: 464 Reading Proficiency: 66% Math Proficiency: 62% Writing Proficiency: 48% Reading Learning Gains: 68% Math Learning Gains: 54% Reading Lowest Gains: 59% Math Lowest Gains: 49% Assistant Principal of Crown Point Elementary 2011-2012 Points Earned: 559 Reading Proficiency: 63% Math Proficiency: 69% Writing Proficiency: 80% Reading Learning Gains: 72% Math Learning Gains: 78% Reading Lowest Gains: 75% Math Lowest Gains: 75% 2010-2011 School Grade: B Points Earned: 501 AYP: No 2009-2010 School Grade: A Points Earned: 570 AYP: No 2008-2009 School Grade: A Points Earned: 554 AYP: No Assistant Principal of Andrew Jackson High School 2007-2008 Grade: F Points Earned: 337 AYP: No 2006-2007 School Grade: F	

Points Earned: 359

AYP: No

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Kelly Varano**

Full-time / School-based

Years as Coach: 1

Years at Current School: 0

Areas

Reading/Literacy

Credentials

BS in Elementary and Early Childhood Education
 Penn State University, 2004
 National Board Certified, 2011
 Literacy: Early and Middle Childhood

Performance Record

Reading Coach, Holiday Hill Elementary 2012-2013
 School Grade: C
 Teacher, Holiday Hill Elementary 2005-2012
 School Grade 2011-2012: B
 School Grade 2010-2011: B
 School Grade 2009-2010: A
 School Grade 2008-2009: A
 School Grade 2007-2008: A
 School Grade 2006-2007: A
 School Grade 2005-2006: A

Classroom Teachers**# of classroom teachers**

66

receiving effective rating or higher

66, 100%

Highly Qualified Teachers

92%

certified in-field

65, 98%

ESOL endorsed

40, 61%

reading endorsed

3, 5%

with advanced degrees

22, 33%

National Board Certified

2, 3%

first-year teachers

0, 0%

with 1-5 years of experience

9, 14%

with 6-14 years of experience

31, 47%

with 15 or more years of experience

26, 39%

Education Paraprofessionals**# of paraprofessionals**

7

Highly Qualified

7, 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

Novice teachers participate in the district's Teacher Induction Program which includes developing an Action Plan and increased observations by the principal. First year teachers are assigned a mentor and work closely with the school's professional development facilitator. Voluntary workshops are differentiated based on a survey completed by teachers. These workshops are repeated as needed. We interview candidates using questions that give insight into their knowledge and experience with best practices with teams consisting of administrator(s) and highly qualified teachers who are knowledgeable about the position's specific needs.

On-site bi-weekly teacher meetings and WOW Wednesdays provide professional development related to the school improvement plan, district initiatives, and teachers' identified needs.

Grade levels/subject area teachers meet regularly to plan unpack standards and plan collaboratively. The reading coach meets weekly with the principal to review her schedule and work being done with teachers to determine needs and effectiveness.

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

Beginning teachers are paired with highly qualified experienced teacher leaders with specialized training to observe, coach and provide support. The mentor and beginning teacher plan collaboratively, share materials and activities, and discuss the activities and documentation required for MINT. The mentor assists the beginning teacher understand the school culture and expectations for regular teacher duties.

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 RtI team meets regularly and performs the following functions:

1. Regularly attend district RtI training
2. Provide training and support to teachers and staff on RtI practices
3. Review performance data to identify needs
4. Facilitate the process of increasing infrastructure, building consensus, making decisions about implementation

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

Debra Neal – Assistant Principal: Assists the principal in providing a common vision for the use of data-based decision-making ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Lou Nussbaum – Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students: links community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides strategies for group and individual student interventions: conducts direct observation of student behavior: and organizes and coordinates meetings.

Heidi Taylor - Assistant Principal: Provides teacher support for math to include strategies and activities. Coordinates and compiles data from Inform.

Kelly Varano - Reading Coach: Provides teacher support for reading to include strategies and activities. Trains teachers to use forms to track data.

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

The Leadership team meets regularly and performs the following functions:

1. Provide training and support to teachers and staff on RtI practices
2. Review performance data to identify needs
3. Help identify resources
4. Make decisions about implementation
5. Work with district specialists for instructional rounding

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:

- Florida Comprehensive Assessment Test(FCAT)
- Reports in Inform
- Duval County Curriculum Guide Assessments (CGAs) for Reading, Math, Science, Art, Music and PE.
- Duval County Writing Assessments
- DAR
- IOWA
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Guidance Referrals
- Retentions
- Absences

Inform and Genesis provides an avenue to access data. Data is analyzed by the Leadership Team and teachers to determine progress toward goals, strengths of core, instructional needs and groupings.

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

Training will be conducted through Early dismissal meetings, School Improvement team meetings, and faculty meetings to include using data to differentiate instruction and track data.

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: Weekend Program**Minutes added to school year:** 2,160

Extended learning time will be provided in a Saturday School program. Select 4th and 5th grade students will attend a three hour session beginning January 11, 2013. Highly qualified teachers and a class size limit of 15 will ensure students receive the attention needed. Students will be identified through FCAT scores, current CGAs and the DAR. Teachers will use Florida Achieves and Success Maker.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected and analyzed prior to the first session to determine instructional needs and strategies. Attendance and weekly progress will be monitored through formative assessment for each student and the subgroup. A final review will be conducted.

Who is responsible for monitoring implementation of this strategy?

Accountability Team

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Kelly Varano	Reading Coach
Catherine Sanchez	Teacher
Nancy Beattie	Teacher
Bonnie Goede	Teacher
Andrea Gore	Teacher
Devy Pasco-Lucas	Teacher
Nancy Townsend	Teacher
Jessica Radabaugh	Teacher
Levette Alicea	Teacher
Sarah Houpert	Teacher
Kristin Troyer	Teacher
Dawn Smith	Teacher
Ricki Roberson	Teacher
Susan Wilkes	Teacher

How the school-based LLT functions

All successful reading teachers not only teach a child how to read, but also incorporate strategies that foster a love of reading and prepare students to enjoy a lifetime of reading. In support of the district's

reading goals and our school based reading goals, our Literacy Leadership Team meets to aligning with DCPS Comprehensive K-12 Reading Plan, the Crown Point School Improvement Plan and new district reading initiatives. Team members review data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum. Gaps and trends are identified as well as strategies to improve performance. The team also meets to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our subgroups. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels.

Major initiatives of the LLT

The literacy team will support teachers using the Gradual Release Model, the IOWA, DAR, CGAs and the new curriculum guides, differentiated centers and novel studies.

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

Each year we begin registration for kindergarten in April. Parents complete a packet of information and are given information on suggested supplies and key dates. Specific information for the kindergarten orientation is provided at the time of the orientation.

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	68%	66%	No	71%
American Indian				
Asian	80%	60%	No	82%
Black/African American	57%	59%	Yes	61%
Hispanic	57%	57%	Yes	61%
White	74%	72%	No	77%
English language learners	46%	30%	No	51%
Students with disabilities	49%	30%	No	54%
Economically disadvantaged	58%	62%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	66%	71%
Students scoring at or above Achievement Level 4	128	28%	32%

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	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	205	68%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	175	59%	65%

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)	40	36%	40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	19%	22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	19%	22%

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	65	48%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		7%

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	65%	62%	No	69%
American Indian				
Asian	76%	70%	No	78%
Black/African American	51%	51%	Yes	56%
Hispanic	63%	55%	No	67%
White	72%	66%	No	75%
English language learners	55%	33%	No	60%
Students with disabilities	44%	34%	No	50%
Economically disadvantaged	58%	58%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	134	34%	38%
Students scoring at or above Achievement Level 4	124	28%	31%

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	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	167	54%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	151	49%	60%

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	95	58%	60%
Students scoring at or above Achievement Level 4	39	24%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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)	1		2
Participation in STEM-related experiences provided for students	150	157%	350%

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	124	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	39	3%	2%
Students who are not proficient in reading by third grade	50	33%	29%
Students who receive two or more behavior referrals	9	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	17	16%	13%

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 participation of fathers, grandfathers and uncles in PTAs All Pro Dads.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase male participation through the All Pro Dad's PTA program through regular monthly participation.	27	3%	5%

Area 10: Additional Targets**Additional targets for the school**

Faculty and staff will increase automaticity when responding to Code Red Emergencies.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Two Code Red Drills with 100% fidelity	1	50%	100%

Goals Summary

- G1.** Faculty and staff will increase automaticity when responding to Code Red emergencies.
- G2.** K-5 teachers will increase rigor through instruction with complex text.
- G3.** K-2 and 3-5 teachers will increase writing linked to real world experiences.
- G4.** K-2 and K-3 teachers will improve vocabulary to impact writing.
- G5.** Students in grade 1-5 will become fluent with grade level appropriate math facts.
- G6.** K-5 teachers will provide science hands-on experiences for all K-5 students on a weekly basis.
- G7.** K-5 teacher will increase science content knowledge.
- G8.** Teachers will increase rigor in science through higher level questions and thinking strategies.
- G9.** Increase teachers' use of data sources to track student performance in science.
- G10.** K-5 teachers will embed writing into all content areas.
- G11.** K-5 Teachers will implement Gradual Release of Responsibility model with fidelity.
- G12.** K-5 teachers will provide ongoing differentiated instruction based on mathematics student achievement data.
- G13.** Students in grades K-5 will read fluently on their grade level.
- G14.** K-5 Teachers will implement the new district curriculum guides with fidelity, using the conceptual investigations 65% of the time during the 60 minute math block.

Goals Detail

G1. Faculty and staff will increase automaticity when responding to Code Red emergencies.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- DCPS Safety PLAN Crown Point Safety Plan Officer Andreason

Targeted Barriers to Achieving the Goal

- Lack of automaticity when responding to Code Red emergency situations.

Plan to Monitor Progress Toward the Goal

100% of classrooms checked will be conducting the drills as outlined in the 2013-2014. Further drills will be planned if initial drills demonstrate lack of automaticity.

Person or Persons Responsible

Principal and Assistant Principals

Target Dates or Schedule:

Two Code Read and Yellow Drills during each semester.

Evidence of Completion:

Notes from drills Completed safety forms

G2. K-5 teachers will increase rigor through instruction with complex text.

Targets Supported**Resources Available to Support the Goal**

- Reading Coach
- District Literacy Specialists
- Classroom Teachers
- Texts in classroom library and Media Center
- Professional Development

Targeted Barriers to Achieving the Goal

- Students enter the current school year reading below grade-level expectations.
- Students have limited command of vocabulary.

Plan to Monitor Progress Toward the Goal

Differentiated centers will be implemented with fidelity in K-5 classrooms. Guided Reading groups will be implemented with fidelity during the reading block. The Making Words program will be implemented in K-5 classrooms. Teachers will be modeling read alouds, think alouds, and talk alouds while introducing vocabulary.

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule:

September 2013 - June 2014

Evidence of Completion:

CAST observations DATA chats

G3. K-2 and 3-5 teachers will increase writing linked to real world experiences.**Targets Supported**

- Writing

Resources Available to Support the Goal

- District Professional Development
- Guiding Readers and Writers Book
- Writing Across the Curriculum Book
- Writing SIP Team

Targeted Barriers to Achieving the Goal

- Students' difficulty of organizing their thoughts

Plan to Monitor Progress Toward the Goal

Once data is collected, analyze it and determine the effectiveness of each strategy and develop new strategies as needed. Collect student writing samples every other week to determine if they are meeting district/state assessments. Allow successful teachers to collaborate with teachers who have poor writing scores among their students. Teachers who are meeting some standards and not others will receive common planning to time to generate plans that focuses on standards not being met only. Teachers may also visit classrooms/schools of successful writing teachers. The principal, assistant principals, and Writing SIP Team will do book studies that provide best practice teachers to improve writing skills.

Person or Persons Responsible

Principal, Assistant Principals, Writing SIP Team, and district personnel.

Target Dates or Schedule:

Every other Wednesday, the Writing SIP Team will collect and analyze writing samples.

Evidence of Completion:

Data Notebooks, student writing samples, ,meeting agendas and all findings will be reported to principal bi-weekly. Each meeting the team will decide if standards are being met by utilizing implemented strategies. Recommendations will be made to delete and/or add Goals not being met or no longer needed.

G4. K-2 and K-3 teachers will improve vocabulary to impact writing.**Targets Supported**

- Writing

Resources Available to Support the Goal

- Vocabulary words from content text.
- Bringing Words to Life Book
- Guiding Readers and Writers Book

Targeted Barriers to Achieving the Goal

- Student vocabulary deficit
- Student's inability to spell

Plan to Monitor Progress Toward the Goal

There will be collaborative meetings held with teachers and administrators to determine if goals were met. If it is determined that goals were not met. We will develop a new plan of attack that will provide student success. If the plan is successful, we will continue the plan in the future.

Person or Persons Responsible

Teachers, Principal, Assistant Principals, and the SIP Writing Team.

Target Dates or Schedule:

December 5, 2013, February 19, 2014, March 26, 2014, May 21, 2014, and June 9, 2014

Evidence of Completion:

Student assessment data and work samples, teacher's lesson plans, and administrator's observations.

G5. Students in grade 1-5 will become fluent with grade level appropriate math facts.

Targets Supported**Resources Available to Support the Goal**

- Reflex Math
- Math Investigations Fluency Lessons/Games
- Math EnVisions Fluency Lessons/Games

Targeted Barriers to Achieving the Goal

- Teachers not utilizing or monitoring Reflex online resource

Plan to Monitor Progress Toward the Goal

Students reaching goals and completing the Reflex math program

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Reports from Reflex

G6. K-5 teachers will provide science hands-on experiences for all K-5 students on a weekly basis.

Targets Supported

- Writing
- Science - Elementary School

Resources Available to Support the Goal

- Science materials.
- Science equipment.
- Storage area for science supplies.
- Wal-Mart grant
- PTA

Targeted Barriers to Achieving the Goal

- Limited funds for science supplies.

Plan to Monitor Progress Toward the Goal

Monitor effectiveness of science hands-on activities toward student understanding of science standards.

Person or Persons Responsible

All teachers.

Target Dates or Schedule:

During scheduled science CGAs.

Evidence of Completion:

journals Data from science CGAs Formative Assessments

G7. K-5 teacher will increase science content knowledge.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Science NGSSS
- C-Palms
- Science research articles
- District Science Specialist

Targeted Barriers to Achieving the Goal

- Limited time for teachers to study science content and standards together.

Plan to Monitor Progress Toward the Goal

Review of meeting exit tickets Science CGAs

Person or Persons Responsible

Leadership team Accountability team

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Questions on exit ticket - What new knowledge did you learn and what questions do you still have?
Inform data

G8. Teachers will increase rigor in science through higher level questions and thinking strategies.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Webbs Depth of Knowledge
- Bloom's Taxonomy
- Thinking Maps Binder

Targeted Barriers to Achieving the Goal

- Questions in texts are low level.

Plan to Monitor Progress Toward the Goal

Monitor questions asked during lessons and evidence of students using Thinking Maps to organize their thinking and data thoughts.

Person or Persons Responsible

K-5 teachers Principal Assistant Principal

Target Dates or Schedule:

September - June

Evidence of Completion:

Teacher observations of students using Thinking Maps Teacher observations of students asking higher level questions Analysis of CAST Observations - Domain 3b Student exit tickets Performance tasks and assessments

G9. Increase teachers' use of data sources to track student performance in science.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Science CGAs Science Interactive journals Formative tests

Targeted Barriers to Achieving the Goal

- Lack of teacher familiarity with new CGAs and the new interactive science journals.

Plan to Monitor Progress Toward the Goal

Teachers will chart data by teachers and grade level and present it to the faculty.

Person or Persons Responsible

All K-2 teachers 3-5 science teachers

Target Dates or Schedule:

November, January, and May

Evidence of Completion:

Presentation charts and notes.

G10. K-5 teachers will embed writing into all content areas.

Targets Supported

- Writing
- Science - Elementary School

Resources Available to Support the Goal

- Complex text
- Authentic literature
- District Writing Prompt
- Released FCAT Writing Assessments
- Interactive Journals

Targeted Barriers to Achieving the Goal

- Lack of writing stamina with students.
- Lack of confidence as a writer.
- Lack of cohesiveness with K-5 writing/author strategies.

Plan to Monitor Progress Toward the Goal

The principal, assistant principal, The SIP Writing Team, and teachers will meet quarterly to review writing samples and data.

Person or Persons Responsible

Principal, Assistant Principals, The Writing Sip Team, and Teachers.

Target Dates or Schedule:

Writing strategies will be evaluated quarterly.

Evidence of Completion:

Lesson plans, data, principal observations, minutes from each Writing SIP Team meeting will be kept to verify that monitoring is taking place.

G11. K-5 Teachers will implement Gradual Release of Responsibility model with fidelity.

Targets Supported

Resources Available to Support the Goal

- Reading Coach
- District Specialists
- District Curriculum Guides on Sharepoint

Targeted Barriers to Achieving the Goal

- Lack of familiarity with Gradual Release of Responsibility Model.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule:

CAST observation

Evidence of Completion:

CAST observation Lesson Plans

G12. K-5 teachers will provide ongoing differentiated instruction based on mathematics student achievement data.

Targets Supported

Resources Available to Support the Goal

- Classroom Teachers
- Math Specialists
- School Interventionist
- Administration
- District Math Curriculum Resources - iReady, Math Investigations, EnVisions Math

Targeted Barriers to Achieving the Goal

- Lack of knowledge with resources and pedagogy in Math Centers

Plan to Monitor Progress Toward the Goal

Teacher Reflections; Teacher Progress Monitoring Forms; Lesson Plans

Person or Persons Responsible

Teachers; Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Teachers will provide feedback to administration on progress of student achievement data.

G13. Students in grades K-5 will read fluently on their grade level.

Targets Supported**Resources Available to Support the Goal**

- Classroom Teachers
- Reading Coach
- District Specialists
- SuccessMaker
- Professional Development
- Texts in classroom libraries and media center
- ARC Libraries
- District Curriculum Guides on Sharepoint

Targeted Barriers to Achieving the Goal

- New instructional framework/curriculum guides
- Need to enhance phonemic awareness instruction

Plan to Monitor Progress Toward the Goal

Common planning for guided reading, conferencing, and centers will impact assessment data on fluency. Implementing SuccessMaker and Making Words will increase phonemic awareness and further impact fluency.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule:

CAST Observations DATA chats

Evidence of Completion:

CAST observations DATA chats

G14. K-5 Teachers will implement the new district curriculum guides with fidelity, using the conceptual investigations 65% of the time during the 60 minute math block.

Targets Supported

Resources Available to Support the Goal

- District Specialists
- Curriculum Guides on Share Point
- Professional Development
- Administration Support
- Data Tools and Support

Targeted Barriers to Achieving the Goal

- Data not being used effectively.

Plan to Monitor Progress Toward the Goal

Progress toward the goal of implementing 65% of the mathematics instruction with conceptual math investigations will be monitored

Person or Persons Responsible

Administration

Target Dates or Schedule:

After each Curriculum Guide Assessment and Ongoing through Lesson Plans

Evidence of Completion:

Mathematics Data; Lesson Plans; Observation Notes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Faculty and staff will increase automaticity when responding to Code Red emergencies.

G1.B1 Lack of automaticity when responding to Code Red emergency situations.

G1.B1.S1 Increase frequency of Code Red and Code Yellow drills following a review of the 2013 and 2014 Safety Manual.

Action Step 1

All faculty and staff will participate in Code Red and Code Yellow drills following their review of the 2013-2014 Safety Manual.

Person or Persons Responsible

All teachers and staff

Target Dates or Schedule

Review prior to September 20, 2013. One Code Red Drill and one Code Yellow Drill each semester.

Evidence of Completion

Checklist of all teachers and staff confirming the review of the plan. Documented drills with Principal, Assistant principals, and Officer Andreason monitoring classrooms.

Facilitator:

Principal

Participants:

Interested teachers and staff

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

Safety drills

Person or Persons Responsible

Principal, Assistant Principals, and Officer Andreason

Target Dates or Schedule

One Code Red and One Code Yellow drill each semester Fire drills monthly

Evidence of Completion

Schedule of drills Reviews of effectiveness of drills.

Plan to Monitor Effectiveness of G1.B1.S1

Monitoring of drills for adherence to the 2013-2014 Crown Point Safety Plan.

Person or Persons Responsible

Principal, Assistant Principals, Officer Andreason

Target Dates or Schedule

Two each semester Monthly fire drills

Evidence of Completion

Principal, Assistant Principals, and Officer Andreason will check classrooms to ensure all faculty, staff, and students are following procedures.

G2. K-5 teachers will increase rigor through instruction with complex text.

G2.B1 Students enter the current school year reading below grade-level expectations.

G2.B1.S1 Differentiate centers based on data analysis.

Action Step 1

Provide common planning opportunities to collaborate among grade level teams and subjects areas to develop and plan centers.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

September 2013 - June 2013

Evidence of Completion

Differentiated Centers, Lesson Plans

Facilitator:

Reading Coach Literacy Specialists Principal Assistant Principals

Participants:

K-5 Teachers

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

Monitor lesson plans, monitor centers during reading instruction

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

During WOW Wednesdays Immediately following CGA's During CAST Evaluations

Evidence of Completion

Differentiated centers in classroom, Lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Review data notebooks, interactive journals, and lesson plans to determine how the new data sources are impacting instruction and student progress toward goals.

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

During CAST observations and DATA chats

Evidence of Completion

Notes from data chats Lesson plans Data representing progress toward mastery of standards

G2.B1.S2 Implement guided reading with fidelity.

Action Step 1

Provide professional development opportunities for teachers to gain knowledge and collaborate about guided reading.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Guided Reading groups implemented Guided Reading Lesson Plans

Facilitator:

Reading Coach Literacy Specialist

Participants:

K-5 Teachers

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

Monitor lesson plans, monitor reading block for guided reading

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Lesson Plans CAST observations

Plan to Monitor Effectiveness of G2.B1.S2

Review data notebooks and lesson plans to determine how the new data sources are impacting instruction and student progress toward goals.

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

During CAST observation and DATA chats

Evidence of Completion

Notes from DATA chats Lesson Plans Data representing progress toward mastery of standards

G2.B2 Students have limited command of vocabulary.

G2.B2.S1 Teachers will implement the Making Words program in K-5.

Action Step 1

Provide professional development opportunities for teachers to implement the program and collaborate.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

WOW Wednesdays Optional trainings

Evidence of Completion

Lesson Plans

Facilitator:

Reading Coach Literacy Specialist

Participants:

K-5 Teachers

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

Monitor lesson plans, monitor reading and writing block

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Lesson Plans CAST observations

Plan to Monitor Effectiveness of G2.B2.S1

Review data notebooks and lesson plans to determine how the new data sources are impacting instruction and student progress toward goals.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

CAST observations

Evidence of Completion

Notes from DATA chats Lesson plans Data representing progress toward mastery of standards

G2.B2.S2 Teachers will model read alouds, think alouds, and talk alouds to increase student vocabulary.

Action Step 1

Provide opportunities for teachers to participate in the Coaching Cycle during their Reading Block.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

Coaching Cycle

Evidence of Completion

Lesson Plans

Facilitator:

Reading Coach Literacy Specialist

Participants:

K-5 Teachers

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

Monitoring read alouds, monitoring lesson plans

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

CAST observations

Evidence of Completion

Lesson Plans Demonstrating modeling during observations

Plan to Monitor Effectiveness of G2.B2.S2

Review lesson plans to determine how the read alouds are impacting student progress towards increasing vocabulary.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

CAST Observation

Evidence of Completion

Lesson plans During CAST observation

G3. K-2 and 3-5 teachers will increase writing linked to real world experiences.**G3.B1 Students' difficulty of organizing their thoughts****G3.B1.S1 Teachers will model the writing process for students.****Action Step 1**

Teachers will model the writing of papers by doing one themselves in front of the class. Steps used will be as follows: Pre-writing, drafting, revising, proofreading, and publishing steps. Afterwards, the teacher and students will write a paper together. The teacher will check for students' understanding. Then the teacher will allow students to pre-write a plan. Students will conference with the teacher once their plans are completed. Next, students will write their rough draft. After rough drafts are completed, students will conference with their teacher. Papers are revised after conferencing with teachers. Another conference is held to review writing pieces. Students then proofread their writing pieces and conference once more with teachers. Once students have conferenced, the published product is completed and submitted to the teacher. Finally, students are allowed to share their published writing pieces with peers.

Person or Persons Responsible

Teachers, The Writing SIP Team, Principal, and Assistant Principals

Target Dates or Schedule

August 19, 2013 through June 6, 2014

Evidence of Completion

Students' writing samples, District Writing Prompt, and Florida Writes data.

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

The SIP Writing Team, Principal, and Assistant Principals will review writing data. Also, the principal and assistant principals will observe in classrooms. Random samples of student writing will be reviewed every nine weeks. We will check to see if strategy is effective or not. If not effective, the strategy will be deleted and replaced with a research based best practices strategy.

Person or Persons Responsible

Teachers, The SIP Writing Team, Principal, and Assistant Principals

Target Dates or Schedule

August 19, 2013 through June 6, 2014, Strategy will be reviewed every nine weeks to see if it is effective.

Evidence of Completion

Student writing samples, District Writing Prompts and Florida Writes data. Teacher's lesson plans will also be reviewed.

Plan to Monitor Effectiveness of G3.B1.S1

Students' writing samples, District Writing Prompt and Florida Writes data will be collected. If strategy is found to be successful, we will increase the rigor of the strategy to increase student writing scores. Should we find that the strategy is ineffective, it will be deleted and replaced with a researched based strategy that will fit the needs of students.

Person or Persons Responsible

Teachers, The SIP Writing Team, Principal, and Assistant Principal.

Target Dates or Schedule

Teacher data will be collected at the end of each nine weeks. District Writing Prompts and Florida Writes data will be collected as assessments are administered.

Evidence of Completion

Student writing samples, District Writing Prompts and Florida Writes level 4 or higher scores.

G3.B1.S2 Teachers will review writing portfolios and plan writing strategies for each genre, K-5 based on analysis of student work.

Action Step 1

Teachers will conference with students two to three times per week to review writing portfolios. They will collaborate to come up with research based strategies that will assist students in becoming proficient writers. The SIP Writing Team and District staff will provide professional development to provide strategies for teachers to implement within the classroom.

Person or Persons Responsible

Teachers, The SIP Writing Team, Principal, and Assistant Principals.

Target Dates or Schedule

August 19, 2013 through June 6, 2014. Strategy will be reviewed at the end of each nine weeks. If successful, we will increase rigor to improving proficiency. If ineffective, we will delete the strategy and replace it with a research based strategy that will improve student writing.

Evidence of Completion

Student writing samples, lesson plans, District Writing Prompts, and Florida Writes data will be reviewed to retrieve evidence of student success and effectiveness of the strategy. Administrators will observe in classrooms weekly and review data notebooks. The SIP Writing Team will collect random writing samples to check for proficiency.

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

Teachers will keep portfolios and data notebooks for on demand reviews. Principal and assistant principals will observe classrooms. The SIP Writing Team will review student samples.

Person or Persons Responsible

Teachers, The SIP Writing Team, Principal, and Assistant Principals

Target Dates or Schedule

Administrators will observe classrooms weekly. The SIP Writing Team will review writing samples at the end of each nine weeks. Teachers, Principals, Assistant Principals and the SIP Writing Team will review data each nine weeks. Strategy will be reviewed for effectiveness at the end of each nine weeks.

Evidence of Completion

Student writing samples, District Writing Prompts, and Florida Writes data will be reviewed for proficiency.

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S3 Teachers will incorporate grammar in skills block.**Action Step 1**

Teachers will incorporate into lesson plans strategies that builds student grammar. They will collaborate with colleagues, district staff, administrators, and The SIP Writing Team to come up with researched based strategies to implement within the classroom.

Person or Persons Responsible

Teachers, The SIP Writing Team, Principal, and Assistants

Target Dates or Schedule

August 19, 2013 through June 6, 2014; strategy will be reviewed at the end of each nine weeks to identify if it's effective or ineffective. If found effective, the rigor will be increased. If ineffective, the strategy will be deleted and replaced with a research based strategy that fits the needs of students.

Evidence of Completion

Principal and Assistant Principals will observe weekly in classrooms. The SIP Writing Team and teachers will review writing samples. District Writing Prompts and Florida Writes data will be analyzed for effectiveness.

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

The Principal and Assistant Principals will observe in the classroom and review lesson plans. The SIP Writing Team, teachers, and administrators will analyze random writing samples. All data will be analyzed for effectiveness. Teachers will receive professional development from The SIP Writing Team periodically on Early Dismissal days and/or WOW Wednesdays.

Person or Persons Responsible

Teachers, The SIP Writing Team, Principal, and Assistant Principals

Target Dates or Schedule

August 19, 2013 through June 6, 2014; the strategy will be reviewed at the end of each nine weeks to analyze effectiveness. If found effective, rigor will be increased. If found ineffective, the strategy will be deleted and replaced with a research based strategy.

Evidence of Completion

Student writing samples, The District Writing Prompt, and Florida Writes data. Data will be reviewed at the end of each nine weeks.

Plan to Monitor Effectiveness of G3.B1.S3

Teachers, The SIP Writing Team, Principal and Administrators will meet to analyze writing samples, District Writing Prompts, and Florida Writes data. Data will be reviewed at the end of each nine weeks to determine effectiveness.

Person or Persons Responsible

Teachers, The SIP Writing Team, Principal, and Assistant Principals

Target Dates or Schedule

August 19, 2013 through June 6, 2014; the strategy will be reviewed at the end of each nine weeks.

Evidence of Completion

Student writing samples, District Writing Prompts, and Florida Writes data.

G4. K-2 and K-3 teachers will improve vocabulary to impact writing.**G4.B1 Student vocabulary deficit****G4.B1.S1 Teacher incorporate meaningful vocabulary into lessons****Action Step 1**

Teachers will generate lesson plans that allow students the opportunity to talk, learn, and plan together. They will expose students to rich literary language and engage students in content. Teachers will present mini-lessons that help students to learn about the meaning and structure of words. They will also provide independent work on phonics, spelling, and vocabulary. These lessons will be taught across content areas.

Person or Persons Responsible

Teachers, Principal, Assistant Principals, and the SIP Writing Team.

Target Dates or Schedule

From August 19, 2013 until June 6, 2014

Evidence of Completion

Teacher's lesson plans, Administrator's observations/walkthroughs, and evidence of student work samples.

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

Through evidence of student writing samples, lesson plan reviews, interactive journals, observations, assessments

Person or Persons Responsible

Teachers, Writing SIP Team, Principal, Assistant Principals

Target Dates or Schedule

The SIP Team will meet quarterly to assess writing strategies, Principal will observe in classrooms weekly

Evidence of Completion

Random grade level writing pieces will be collected quarterly by the Writing SIP Team

Plan to Monitor Effectiveness of G4.B1.S1

Data such as The District Writing Prompts, CGAs, Florida Writes, and teacher made assessments.

Person or Persons Responsible

Teachers, Principal, Assistant Principals, and the SIP Writing Team

Target Dates or Schedule

October 23, 2013 until June 6, 2014

Evidence of Completion

Student assessment data, work samples, and lesson plans.

G4.B2 Student's inability to spell**G4.B2.S1 Teacher incorporate meaningful vocabulary into lessons****Action Step 1**

Teachers will generate lesson plans that allow students the opportunity to talk, learn, and plan together. They will expose students to rich literary language and engage students in content. Teachers will present mini-lessons that provide strategies for phonics, spelling, and vocabulary. Lessons will be taught across the content areas.

Person or Persons Responsible

Teachers, Principal, Assistant Principals, and the SIP Writing Team.

Target Dates or Schedule

From August 19, 2013 and June 6, 2013

Evidence of Completion

Student data, Lesson plans, Administrator's observations, and evidence of student work samples

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

Data from teacher made writing assessments, CGAs, Florida Writes, FCAT,

Person or Persons Responsible

Teachers, Principal, Assistant Principals, and the SIP Writing Team

Target Dates or Schedule

October 23, 2013 until June 6, 2014

Evidence of Completion

Student assessment data, work samples, and lesson plans

Plan to Monitor Effectiveness of G4.B2.S1

Review data from prompts in Inform.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Within a week following the prompt

Evidence of Completion

Inform data Data notebook

G4.B2.S2 Provide a foundation for independent work on phonics, spelling, and vocabulary.**Action Step 1**

Teachers will generate lesson plans that allow students the opportunity to talk, learn, and plan together. They will expose students to rich literary language and engage students in content. Teachers will present mini-lessons that help students to learn about the meaning and structure of words. They will also provide independent work on phonics, spelling, and vocabulary. These lessons will be taught across content areas.

Person or Persons Responsible

Teachers, Principal, Assistant Principals, and The SIP Writing Team

Target Dates or Schedule

August 19, 2013 until June 6, 2014

Evidence of Completion

Student work samples and assessment data (teacher made, District Writing Prompts, Florida Writes, CGAs, and FCAT)

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Teachers will provide lesson plans to be checked upon request, administrators will observe instruction and review student journals/writing assignments, review assessments data, and conference with students to monitor implementation of strategy. Also, the SIP Writing Team will review writing samples quarterly.

Person or Persons Responsible

Teachers, Principal, Assistant Principals, and The SIP Writing Team.

Target Dates or Schedule

October 23, 2013 through June 9, 2014

Evidence of Completion

Student data, work samples, lesson plans, The Writing SIP Team meeting agenda, and administration observation logs.

Plan to Monitor Effectiveness of G4.B2.S2

Principal and Assistant Principals will do observations and focus walks. They will conference with students and review student data. Teacher's lesson plans will be reviewed. The SIP Writing Team will work samples and provide workshop for teachers.

Person or Persons Responsible

Principal, Assistant Principals, The SIP Writing Team, and Teachers.

Target Dates or Schedule

October 23, 2013 until June 6, 2013

Evidence of Completion

Assessment data, lesson plans, student work samples, The Writing SIP Team meeting agenda, and administrators' observation log.

G5. Students in grade 1-5 will become fluent with grade level appropriate math facts.

G5.B1 Teachers not utilizing or monitoring Reflex online resource

G5.B1.S1 Teachers will collaborate with grade level team and school to use the Reflex program.

Action Step 1

Teachers will learn how to use the Reflex math program and will continue to implement and monitor student usage.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reflex Math Reports - Class and School

Facilitator:

Reflex Administrator; Administration

Participants:

Math Teachers

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

School reports will be used to see what classes are using the program.

Person or Persons Responsible

Reflex Admin; Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Notebook with school printouts

Plan to Monitor Effectiveness of G5.B1.S1

Reports will be used along side of classroom data to see student math gains

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing - Monthly - Quarterly

Evidence of Completion

Student math data showing learning gains

G5.B1.S2 School will provide school-wide incentives and motivation for the program.

Action Step 1

School will print certificates to hang in common area of school and students will be recognized on the school news show.

Person or Persons Responsible

Relfex Admin

Target Dates or Schedule

Monthly

Evidence of Completion

Announcements and Bulletin Board Observations

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

Administration will provide support to ensure the incentive program is implemented.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Reports

Plan to Monitor Effectiveness of G5.B1.S2

Students showing increase or steady usage of Reflex.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Reports

G6. K-5 teachers will provide science hands-on experiences for all K-5 students on a weekly basis.

G6.B1 Limited funds for science supplies.

G6.B1.S1 Secure funding from the PTA.

Action Step 1

Secure funding for science supplies.

Person or Persons Responsible

PTA Board

Target Dates or Schedule

August, 2013

Evidence of Completion

Funding in the Internal Account

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

Monitor funds for science experiments.

Person or Persons Responsible

Jayne Owens-Thompson, Principal Science School Improvement Team

Target Dates or Schedule

The last day of each month.

Evidence of Completion

Purchase orders for science supplies.

Plan to Monitor Effectiveness of G6.B1.S1

Ensure equitable distribution of funds for teachers.

Person or Persons Responsible

Jayne Owens-Thompson

Target Dates or Schedule

Scheduled Science School Improvement Team Meetings

Evidence of Completion

Notes from Meetings Purchase orders

G6.B1.S2 Request donations for science materials from parents and business partners. Secure a location, organize and store supplies.

Action Step 1

Inventory current science supplies and equipment at each grade level. Shift supplies to grade levels as needed.

Person or Persons Responsible

Science school improvement team

Target Dates or Schedule

September- October

Evidence of Completion

Meeting notes

Action Step 2

Secure a location and shelving to organize and store science equipment that teachers can access.

Person or Persons Responsible

Science school improvement team

Target Dates or Schedule

September - October

Evidence of Completion

A science storage room accessible to teachers

Action Step 3

Create a list of common supplies for science activities and send letters to parents and local business requesting donations of these supplies.

Person or Persons Responsible

Science Team

Target Dates or Schedule

September-October

Evidence of Completion

Letters List of supplies

Facilitator:

Science school improvement team chair and co-chair

Participants:

Science school improvement team

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

Monitor the supplies available for teachers to use.

Person or Persons Responsible

Science school improvement team

Target Dates or Schedule

October - June

Evidence of Completion

Science supplies in the storage area

Plan to Monitor Effectiveness of G6.B1.S2

Monitor the variety and volume of the supplies available and being used by teachers during weekly hands-on experiences.

Person or Persons Responsible

Science school improvement team

Target Dates or Schedule

September-June

Evidence of Completion

Meeting notes

G7. K-5 teacher will increase science content knowledge.

G7.B1 Limited time for teachers to study science content and standards together.

G7.B1.S1 Provide time during WOW days, early dismissal days and common planning for teachers to study science content to include time with the district science specialist.

Action Step 1

Create a master schedule to include common planning time for K-2 teachers and 3-5 science teachers.

Person or Persons Responsible

Principal Assistant Principal PAC Review

Target Dates or Schedule

August

Evidence of Completion

Master Schedule

Action Step 2

Create a Professional Development calendar that includes time for the Science School Improvement team to meet monthly.

Person or Persons Responsible

Accountability Team

Target Dates or Schedule

October 15, 2013

Evidence of Completion

Professional Development Plan

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

Review agendas and notes from meetings in leadership meetings.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Mondays at 8:30am

Evidence of Completion

Agendas Minutes from meetings

Plan to Monitor Effectiveness of G7.B1.S1

Review agendas for rigor

Person or Persons Responsible

Accountability team Leadership Team

Target Dates or Schedule

Bi-Weekly meetings

Evidence of Completion

Meeting notes

G7.B1.S2 The science lead teacher will attend monthly meetings and distribute information to the Science School Improvement Team.

Action Step 1

Provide TDEs to for science lead to attend monthly district science lead training.

Person or Persons Responsible

Science Lead Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Workshop notes Payroll roster

Facilitator:

District Science Team

Participants:

Pam Adams

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Meet with science lead to review training.

Person or Persons Responsible

Principal Leadership team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of G7.B1.S2

Monitor the implementation of science content and strategies distributed through the School improvement Team meetings to classroom teachers.

Person or Persons Responsible

Science School Improvement Team Administrative team

Target Dates or Schedule

Monthly meetings

Evidence of Completion

Minutes from meetings Notes from classroom observations

G7.B1.S3 Teachers will unpack science standards with colleagues and students.

Action Step 1

Teachers will unpack science standards with colleagues identifying key vocabulary by underlining or circling words. Key terms are explored for meaning and rigor.

Person or Persons Responsible

K-2 Teachers 3-5 Science Teachers

Target Dates or Schedule

WOW days and common planning time

Evidence of Completion

Notes from meetings Standards' charts Lesson plans

Facilitator:

Science Leads Principal

Participants:

K-2 Teachers 3-5 Science Teachers

Action Step 2

Teachers will unpack science standards with students identifying key vocabulary by underlining or circling words. Key terms are explored for student generated definitions.

Person or Persons Responsible

K-2 Teachers 3-5 Science Teachers

Target Dates or Schedule

At the beginning of each lesson.

Evidence of Completion

Standards' charts Conversations with students

Plan to Monitor Fidelity of Implementation of G7.B1.S3

Monitor teacher and student understanding of key vocabulary and expectations of science standards.

Person or Persons Responsible

Principal Assistant Principals Science Specialist

Target Dates or Schedule

Classroom walk-throughs Administrative observations

Evidence of Completion

Meetings notes Classroom charts

Plan to Monitor Effectiveness of G7.B1.S3

Review Science CGAs, science interactive journals and student accountable talk.

Person or Persons Responsible

K-2 Teachers 3-5 Science Teachers Administrative team

Target Dates or Schedule

During classroom observations Following the administration of science CGAs

Evidence of Completion

Notes from observations Inform science data

G8. Teachers will increase rigor in science through higher level questions and thinking strategies.

G8.B1 Questions in texts are low level.

G8.B1.S1 Pre-write two to three high level questions and record them in lesson plans.

Action Step 1

Provide training for teachers on how to write and align benchmark complexity to higher level questions.

Person or Persons Responsible

Principal

Target Dates or Schedule

Voluntary training

Evidence of Completion

Training notes, lesson plans, student work, interactive science journals, exit tickets and assessments.

Facilitator:

Principal Reading Coach

Participants:

K-5 teachers as needed

Action Step 2

Communicate expectation for higher level questioning through Domain 3 of CAST.

Person or Persons Responsible

Principal

Target Dates or Schedule

August

Evidence of Completion

PowerPoint Voluntary training agendas Lesson plans CAST observations

Facilitator:

Principal

Participants:

All teachers

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

Monitor lesson plans for questions.

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

September - June

Evidence of Completion

Lesson Plans Lab data student interactive journals

Plan to Monitor Effectiveness of G8.B1.S1

Monitor questioning through Domain 3 of CAST Observations.

Person or Persons Responsible

Principals Assistant Principals

Target Dates or Schedule

September -June

Evidence of Completion

Analysis of CAST observations - Domain 3b

G8.B1.S2 Use the Eight Thinking Maps with students to help organize thinking.

Action Step 1

Review 8 Thinking Maps

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

Planning time

Evidence of Completion

Conversations in teacher meetings

Facilitator:

Principal

Participants:

K-5 Teachers

Action Step 2

Teachers will introduce and use Thinking Maps in order according to the Thinking Maps Guide

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

August -June

Evidence of Completion

Completed Thinking Maps

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Review lesson plans for inclusion of Thinking Maps

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

September - June

Evidence of Completion

Lesson Plans Thinking Maps posted in classrooms

Plan to Monitor Effectiveness of G8.B1.S2

Review students' Thinking Maps for rigor.

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

September -June

Evidence of Completion

Completed Thinking Maps

G9. Increase teachers' use of data sources to track student performance in science.

G9.B1 Lack of teacher familiarity with new CGAs and the new interactive science journals.

G9.B1.S1 Provide teacher meetings to discuss data presented by the new GCAs and how to organize the data and incorporate it into science instruction.

Action Step 1

Provide WOW days for teachers to meet to review and organize CGA data.

Person or Persons Responsible

All K-2 teachers 3-5 science teachers

Target Dates or Schedule

During rotating grade level WOW days.

Evidence of Completion

Data notebooks Agendas

Facilitator:

Principal Science Leads on grade levels District science specialist

Participants:

All K-2 teachers 3-5 science teachers

Action Step 2

After reviewing data from CGAs and interactive science journals, teachers will unpack standards together and plan instruction.

Person or Persons Responsible

All K-2 teachers 3-5 science teachers

Target Dates or Schedule

During WOW days and common planning time.

Evidence of Completion

WOW day agendas Standards' charts Lesson plans

Facilitator:

Science leads for grade levels Principal District science specialist

Participants:

All K-2 teachers 3-5 science teachers

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

Monitor science interactive journals, data from CGAs, and lesson plans.

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

During WOW meetings Immediately following the administration of Science CGAs During CAST evaluations

Evidence of Completion

WOW agendas Data notebooks Science interactive journals

Plan to Monitor Effectiveness of G9.B1.S1

Review data notebooks, interactive journals, and lesson plans to determine how the new data sources are impacting instruction and student progress toward goals.

Person or Persons Responsible

Principals Assistant Principals

Target Dates or Schedule

During CAST observations and DATA Chats.

Evidence of Completion

Notes from DATA Chats Lesson Plans Data representing progress toward mastery of standards

G9.B1.S2 Provide teacher meetings to review student interactive journals with an emphasis on determining student understanding of standards through the use of journals.

Action Step 1

Provide WOW days for collaborative meetings and training.

Person or Persons Responsible

K-2 teachers, 3-5 science teachers

Target Dates or Schedule

Rotating schedule

Evidence of Completion

Data notebooks Exit tickets

Facilitator:

Grade level teachers

Participants:

All teachers on a rotating basis

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Monitor science interactive journals, CGA test results, and lesson plans.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Wow days Early dismissal days

Evidence of Completion

Data notebooks Science journals

Plan to Monitor Effectiveness of G9.B1.S2

Review data notebooks, interactive journals and lesson plans to determine how the new data sources are impacting instruction and student progress toward goals.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

During data chats and observations

Evidence of Completion

Notes from data chats, lesson plans and CAST data.

G10. K-5 teachers will embed writing into all content areas.

G10.B1 Lack of writing stamina with students.

G10.B1.S1 Increase writing across all content areas.

Action Step 1

The SIP Writing Team will pull random samples from each grade level quarter to analyze. They will also review district writing prompt data. Also, the principal and assistant principals will do focus walks and review lesson plans weekly. Teachers will have collaborative planning to analyze student writing and come up with strategies to meet the need of students.

Person or Persons Responsible

Teachers will implement the writing process across all content areas.

Target Dates or Schedule

This strategy will be implemented from August 19, 2013 through June 6, 2013.

Evidence of Completion

FCAT scores, District Writing Prompt scores, Student published writing samples and Interactive journals will be collected and analyzed.

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

Principal and the SIP Writing Team will meet quarterly to determine if the strategy's goal is being met.

Person or Persons Responsible

Principal, Assistant Principals, SIP Writing Team and Teachers

Target Dates or Schedule

Data will be collected and analyzed quarterly.

Evidence of Completion

FCAT scores, District Writing Prompt scores, students' published writing samples, and interactive journals.

Plan to Monitor Effectiveness of G10.B1.S1

Florida Writes and District Writing Prompts data will be collected and analyzed using state standards.

Person or Persons Responsible

Principal, Assistant Principals, the SIP Writing Team, and teachers will collect, chart, and prepare data.

Target Dates or Schedule

Data will be collected quarterly and analyzed. At this time, it will be determined with we should continue the strategy or discontinue it.

Evidence of Completion

Students' published writing samples with a score of level 4 or above.

G10.B2 Lack of confidence as a writer.**G10.B2.S1** Increase conferencing time with students.**Action Step 1**

Teachers will increase time of reviewing student writing portfolios and plan writing strategies based on students need. As students meet the standard, they will be provided strategies that leads them to becoming a proficient writer.

Person or Persons Responsible

Teachers will build individual student conferencing time into their daily schedules.

Target Dates or Schedule

Teachers will conference with individual students, at least, twice weekly. This process will take place throughout the school year. August 2013 until June 6, 2013.

Evidence of Completion

We will monitor this process as a result of teachers' lesson plans, student writing samples, District Writing Prompt scores, and Florida Writes scores.

Plan to Monitor Fidelity of Implementation of G10.B2.S1

In order to monitor the implementation of teacher conferencing with students , the principal and assistant principals will observe in classrooms, check lesson plans and conferencing logs, conference with students, and check student writing portfolios.

Person or Persons Responsible

Principal, Assistant Principals, The SIP Writing Team, and Teachers

Target Dates or Schedule

Implementation will be monitored weekly by the principal and assistant principal. It will be monitored at the end of each quarter by the SIP Writing Team. (October 23, 2013, January 22, 2014, April 9, 2014 and May 21, 214.

Evidence of Completion

Teacher's lesson plans, writing portfolios, conferencing log, and weekly observations

Plan to Monitor Effectiveness of G10.B2.S1

Strategies will be effectively monitored via weekly lesson plan checks by the principal, assistant principals, quarterly reviews of writing portfolios by the Writing SIP Team, and conferencing logs.

Person or Persons Responsible

Principal, Assistant Principals, The SIP Writing Team and Teachers,

Target Dates or Schedule

Teachers will implement strategy immediately and continue until the end of the school year. Also, Writing portfolios will be reviewed weekly by the principal and assistant principals. All data will be analyzed and collected quarterly by the SIP Writing Team.

Evidence of Completion

Quarterly collected data, conference logs, district and state data, and student writing portfolios.

G10.B3 Lack of cohesiveness with K-5 writing/author strategies.

G10.B3.S1 Teachers will review writing portfolio and plan writing strategies for each genre, K-5 based on analysis of work.

Action Step 1

Teachers will have collaborative planning to generate strategies needed to support students' need. Also, the SIP Writing Team will Provide workshops to assist teachers with identifying student weaknesses and coming up with strategies to promote student success in writing. They will use researched-based best practices to assist teachers. Data will be analyzed and teachers will use it to drive instruction. Teachers will conference with students and allow them to go through the writing process, step by step. Administrators will review lesson plans, conference logs, and observe teachers to assure writing across the content areas. Consequently, students will be allowed to share final writing samples with peers and others around the school.

Person or Persons Responsible

Teachers will implement this strategy. The principal, assistant principals, and the SIP Writing Team will monitor implementation of the strategy.

Target Dates or Schedule

Teachers will begin implementation of this strategy from August 19, 2013 through June 6, 2014.

Evidence of Completion

Strategy completion will be monitored by observations being done by the principal and assistance principals. The SIP Writing Team will monitor completion by reviewing data and random writing samples from across grade levels.

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Teachers will submit random samples of student work to the SIP Writing Team for review quarterly. District Writing Prompt, teacher assessed writing, and Florida Writes data will be analyzed immediately upon school access.

Person or Persons Responsible

The principal, Assistant Principals, The SIP Writing Team and teachers are all responsible for monitoring this strategy.

Target Dates or Schedule

Monitoring of this strategy will begin August 19, 2013 through June 6, 2013.

Evidence of Completion

The SIP Writing Team will collect random samples of student writing samples to analyze, District Writing Prompt and Florida Writes data, observation done by principal and assistant principals.

Plan to Monitor Effectiveness of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11. K-5 Teachers will implement Gradual Release of Responsibility model with fidelity.

G11.B1 Lack of familiarity with Gradual Release of Responsibility Model.

G11.B1.S1 Coaching Cycle

Action Step 1

Provide opportunities for teachers to focus on the Gradual Release of Responsibility through the coaching cycle.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

During reading block

Evidence of Completion

Lesson Plans

Facilitator:

Reading Coach Literacy Specialists

Participants:

K-5 Teachers

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

Monitor lesson plans, Monitor reading block lesson

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

CAST observation

Evidence of Completion

Lesson plans CAST observations

Plan to Monitor Effectiveness of G11.B1.S1

Review lesson plans to determine the impact on instruction and student progress toward goals.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

During CAST observation

Evidence of Completion

Lesson Plans During CAST observation

G11.B1.S2 Professional Development on Gradual Release of Responsibility Model

Action Step 1

Participate in grade level or subject level planning on how to implement the Gradual Release of Responsibility Model with fidelity.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson Plans

Facilitator:

Grade Level Lead Teachers, Reading Coach, Administrators

Participants:

K-5 Teachers

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Monitor lesson plans, monitor implementation of Gradual Release of Responsibility in reading block after attending professional development

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

CAST Observations During Professional Development opportunities

Evidence of Completion

Lesson Plans CAST Observations

Plan to Monitor Effectiveness of G11.B1.S2

Review lesson plans to determine the impact on instruction and student progress toward goals.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

CAST Observations Lesson Plans

Evidence of Completion

CAST Observations Lesson Plans

G12. K-5 teachers will provide ongoing differentiated instruction based on mathematics student achievement data.

G12.B1 Lack of knowledge with resources and pedagogy in Math Centers

G12.B1.S1 Teachers will work collaboratively in a vertical math team to discuss math centers.

Action Step 1

Collaborative Planning

Person or Persons Responsible

Math Vertical Team

Target Dates or Schedule

Every Month

Evidence of Completion

Vertical Team Minutes

Facilitator:

Math Lead; Assistant Principal; Math Specialist

Participants:

Teachers in grades K-5 on the Math Vertical Team; Admin

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

Math Vertical Team Minutes; Observation Notes

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Feedback of Minutes; Observation of Implementation

Plan to Monitor Effectiveness of G12.B1.S1

Provide feedback to Math Vertical Team

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence in Lesson Planning, Grade Level Minutes, Classroom Observations

G12.B1.S2 Teachers will observe math teachers during the school day implementing math centers.

Action Step 1

Model Classroom Observations

Person or Persons Responsible

Math Vertical Team; Teachers; Administration; Math Specialist

Target Dates or Schedule

Ongoing - During Wednesday half-day training

Evidence of Completion

Teacher lesson plans; Observation Notes

Facilitator:

Math Specialist; Math Lead; Administration

Participants:

K-5 Math Teachers; Math Specialist; Administration

Plan to Monitor Fidelity of Implementation of G12.B1.S2

Debriefing after Observations

Person or Persons Responsible

Math Teams

Target Dates or Schedule

After every job-embedded math observation

Evidence of Completion

Observation notes & Reflections

Plan to Monitor Effectiveness of G12.B1.S2

Teachers will implement pedagogy observed and discussed in debriefing.

Person or Persons Responsible

Math Team; Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Lesson Plans; Classroom Observations

G13. Students in grades K-5 will read fluently on their grade level.

G13.B1 New instructional framework/curriculum guides

G13.B1.S1 Common planning using curriculum guides to plan guided reading, conferencing, and centers focusing on fluency.

Action Step 1

Provide opportunities for common planning among grade level and subject area to plan guided reading and conferencing focusing on fluency, while addressing the standards in the curriculum guides.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

Common planning time (Resource) WOW Wednesdays

Evidence of Completion

Lesson Plans

Facilitator:

Reading Coach Literacy Specialist Assistant Principals Principal

Participants:

K-5 Teachers

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

Monitor reading block, monitor lesson plans, monitor data notebook

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

Common Planning Time WOW Wednesdays CAST observations Lesson Plans DATA chats

Evidence of Completion

CAST Observations Lesson Plans DATA chats

Plan to Monitor Effectiveness of G13.B1.S1

Review data notebooks and lesson plans to determine how common planning is impacting instruction and student progress toward goals.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

CAST observations DATA chats

Evidence of Completion

CAST Observations DATA Chats

G13.B2 Need to enhance phonemic awareness instruction

G13.B2.S1 Implement SuccessMaker

Action Step 1

Provide opportunity for professional development on SuccessMaker program.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

Morning Trainings

Evidence of Completion

Lesson Plans Data on SuccessMaker website

Facilitator:

Reading Coach

Participants:

K-5 Teachers

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

Monitor use of SuccessMaker

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

DATA chats WOW Wednesdays

Evidence of Completion

DATA chats SuccessMaker data charts

Plan to Monitor Effectiveness of G13.B2.S1

Review SuccessMaker data report to determine impact on instruction and student progress toward goals.

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

DATA Chats

Evidence of Completion

SuccessMaker data report DATA chats

G13.B2.S2 Implement Making Words

Action Step 1

Provide opportunities for professional development and collaboration for implementing Making Words program.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

Morning Trainings WOW Wednesdays

Evidence of Completion

Lesson Plans

Facilitator:

Reading Coach Literacy Specialists

Participants:

K-5 Teachers

Plan to Monitor Fidelity of Implementation of G13.B2.S2

Monitor lesson plans, monitor reading and writing block

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

CAST Observations Lesson Plans

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G13.B2.S2

Review data notebooks and lesson plans to determine how Making Words is impacting instruction and student progress towards goals.

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

CAST observations Lesson Plans DATA Chats

Evidence of Completion

CAST observations DATA Chats

G14. K-5 Teachers will implement the new district curriculum guides with fidelity, using the conceptual investigations 65% of the time during the 60 minute math block.

G14.B4 Data not being used effectively.

G14.B4.S2 Analyze data with vertical and grade level teams.

Action Step 1

Assessment data will be printed and analyzed

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Common Planning and WOW

Evidence of Completion

Minutes and Data Notebooks

Plan to Monitor Fidelity of Implementation of G14.B4.S2

Data and Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST notes/next steps; focus walk checklists; feedback on minutes

Plan to Monitor Effectiveness of G14.B4.S2

plans for data analysis and implementation

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Achievement Data showing increase in targeted areas

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. Faculty and staff will increase automaticity when responding to Code Red emergencies.

G1.B1 Lack of automaticity when responding to Code Red emergency situations.

G1.B1.S1 Increase frequency of Code Red and Code Yellow drills following a review of the 2013 and 2014 Safety Manual.

PD Opportunity 1

All faculty and staff will participate in Code Red and Code Yellow drills following their review of the 2013-2014 Safety Manual.

Facilitator

Principal

Participants

Interested teachers and staff

Target Dates or Schedule

Review prior to September 20, 2013. One Code Red Drill and one Code Yellow Drill each semester.

Evidence of Completion

Checklist of all teachers and staff confirming the review of the plan. Documented drills with Principal, Assistant principals, and Officer Andreason monitoring classrooms.

G2. K-5 teachers will increase rigor through instruction with complex text.

G2.B1 Students enter the current school year reading below grade-level expectations.

G2.B1.S1 Differentiate centers based on data analysis.

PD Opportunity 1

Provide common planning opportunities to collaborate among grade level teams and subjects areas to develop and plan centers.

Facilitator

Reading Coach Literacy Specialists Principal Assistant Principals

Participants

K-5 Teachers

Target Dates or Schedule

September 2013 - June 2013

Evidence of Completion

Differentiated Centers, Lesson Plans

G2.B1.S2 Implement guided reading with fidelity.

PD Opportunity 1

Provide professional development opportunities for teachers to gain knowledge and collaborate about guided reading.

Facilitator

Reading Coach Literacy Specialist

Participants

K-5 Teachers

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Guided Reading groups implemented Guided Reading Lesson Plans

G2.B2 Students have limited command of vocabulary.

G2.B2.S1 Teachers will implement the Making Words program in K-5.

PD Opportunity 1

Provide professional development opportunities for teachers to implement the program and collaborate.

Facilitator

Reading Coach Literacy Specialist

Participants

K-5 Teachers

Target Dates or Schedule

WOW Wednesdays Optional trainings

Evidence of Completion

Lesson Plans

G2.B2.S2 Teachers will model read alouds, think alouds, and talk alouds to increase student vocabulary.

PD Opportunity 1

Provide opportunities for teachers to participate in the Coaching Cycle during their Reading Block.

Facilitator

Reading Coach Literacy Specialist

Participants

K-5 Teachers

Target Dates or Schedule

Coaching Cycle

Evidence of Completion

Lesson Plans

G5. Students in grade 1-5 will become fluent with grade level appropriate math facts.

G5.B1 Teachers not utilizing or monitoring Reflex online resource

G5.B1.S1 Teachers will collaborate with grade level team and school to use the Reflex program.

PD Opportunity 1

Teachers will learn how to use the Reflex math program and will continue to implement and monitor student usage.

Facilitator

Reflex Administrator; Administration

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reflex Math Reports - Class and School

G6. K-5 teachers will provide science hands-on experiences for all K-5 students on a weekly basis.

G6.B1 Limited funds for science supplies.

G6.B1.S2 Request donations for science materials from parents and business partners. Secure a location, organize and store supplies.

PD Opportunity 1

Create a list of common supplies for science activities and send letters to parents and local business requesting donations of these supplies.

Facilitator

Science school improvement team chair and co-chair

Participants

Science school improvement team

Target Dates or Schedule

September-October

Evidence of Completion

Letters List of supplies

G7. K-5 teacher will increase science content knowledge.

G7.B1 Limited time for teachers to study science content and standards together.

G7.B1.S2 The science lead teacher will attend monthly meetings and distribute information to the Science School Improvement Team.

PD Opportunity 1

Provide TDEs to for science lead to attend monthly district science lead training.

Facilitator

District Science Team

Participants

Pam Adams

Target Dates or Schedule

Monthly

Evidence of Completion

Workshop notes Payroll roster

G7.B1.S3 Teachers will unpack science standards with colleagues and students.

PD Opportunity 1

Teachers will unpack science standards with colleagues identifying key vocabulary by underlining or circling words. Key terms are explored for meaning and rigor.

Facilitator

Science Leads Principal

Participants

K-2 Teachers 3-5 Science Teachers

Target Dates or Schedule

WOW days and common planning time

Evidence of Completion

Notes from meetings Standards' charts Lesson plans

G8. Teachers will increase rigor in science through higher level questions and thinking strategies.

G8.B1 Questions in texts are low level.

G8.B1.S1 Pre-write two to three high level questions and record them in lesson plans.

PD Opportunity 1

Provide training for teachers on how to write and align benchmark complexity to higher level questions.

Facilitator

Principal Reading Coach

Participants

K-5 teachers as needed

Target Dates or Schedule

Voluntary training

Evidence of Completion

Training notes, lesson plans, student work, interactive science journals, exit tickets and assessments.

PD Opportunity 2

Communicate expectation for higher level questioning through Domain 3 of CAST.

Facilitator

Principal

Participants

All teachers

Target Dates or Schedule

August

Evidence of Completion

PowerPoint Voluntary training agendas Lesson plans CAST observations

G8.B1.S2 Use the Eight Thinking Maps with students to help organize thinking.

PD Opportunity 1

Review 8 Thinking Maps

Facilitator

Principal

Participants

K-5 Teachers

Target Dates or Schedule

Planning time

Evidence of Completion

Conversations in teacher meetings

G9. Increase teachers' use of data sources to track student performance in science.

G9.B1 Lack of teacher familiarity with new CGAs and the new interactive science journals.

G9.B1.S1 Provide teacher meetings to discuss data presented by the new GCAs and how to organize the data and incorporate it into science instruction.

PD Opportunity 1

Provide WOW days for teachers to meet to review and organize CGA data.

Facilitator

Principal Science Leads on grade levels District science specialist

Participants

All K-2 teachers 3-5 science teachers

Target Dates or Schedule

During rotating grade level WOW days.

Evidence of Completion

Data notebooks Agendas

PD Opportunity 2

After reviewing data from CGAs and interactive science journals, teachers will unpack standards together and plan instruction.

Facilitator

Science leads for grade levels Principal District science specialist

Participants

All K-2 teachers 3-5 science teachers

Target Dates or Schedule

During WOW days and common planning time.

Evidence of Completion

WOW day agendas Standards' charts Lesson plans

G9.B1.S2 Provide teacher meetings to review student interactive journals with an emphasis on determining student understanding of standards through the use of journals.

PD Opportunity 1

Provide WOW days for collaborative meetings and training.

Facilitator

Grade level teachers

Participants

All teachers on a rotating basis

Target Dates or Schedule

Rotating schedule

Evidence of Completion

Data notebooks Exit tickets

G11. K-5 Teachers will implement Gradual Release of Responsibility model with fidelity.

G11.B1 Lack of familiarity with Gradual Release of Responsibility Model.

G11.B1.S1 Coaching Cycle

PD Opportunity 1

Provide opportunities for teachers to focus on the Gradual Release of Responsibility through the coaching cycle.

Facilitator

Reading Coach Literacy Specialists

Participants

K-5 Teachers

Target Dates or Schedule

During reading block

Evidence of Completion

Lesson Plans

G11.B1.S2 Professional Development on Gradual Release of Responsibility Model

PD Opportunity 1

Participate in grade level or subject level planning on how to implement the Gradual Release of Responsibility Model with fidelity.

Facilitator

Grade Level Lead Teachers, Reading Coach, Administrators

Participants

K-5 Teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson Plans

G12. K-5 teachers will provide ongoing differentiated instruction based on mathematics student achievement data.

G12.B1 Lack of knowledge with resources and pedagogy in Math Centers

G12.B1.S1 Teachers will work collaboratively in a vertical math team to discuss math centers.

PD Opportunity 1

Collaborative Planning

Facilitator

Math Lead; Assistant Principal; Math Specialist

Participants

Teachers in grades K-5 on the Math Vertical Team; Admin

Target Dates or Schedule

Every Month

Evidence of Completion

Vertical Team Minutes

G12.B1.S2 Teachers will observe math teachers during the school day implementing math centers.

PD Opportunity 1

Model Classroom Observations

Facilitator

Math Specialist; Math Lead; Administration

Participants

K-5 Math Teachers; Math Specialist; Administration

Target Dates or Schedule

Ongoing - During Wednesday half-day training

Evidence of Completion

Teacher lesson plans; Observation Notes

G13. Students in grades K-5 will read fluently on their grade level.

G13.B1 New instructional framework/curriculum guides

G13.B1.S1 Common planning using curriculum guides to plan guided reading, conferencing, and centers focusing on fluency.

PD Opportunity 1

Provide opportunities for common planning among grade level and subject area to plan guided reading and conferencing focusing on fluency, while addressing the standards in the curriculum guides.

Facilitator

Reading Coach Literacy Specialist Assistant Principals Principal

Participants

K-5 Teachers

Target Dates or Schedule

Common planning time (Resource) WOW Wednesdays

Evidence of Completion

Lesson Plans

G13.B2 Need to enhance phonemic awareness instruction

G13.B2.S1 Implement SuccessMaker

PD Opportunity 1

Provide opportunity for professional development on SuccessMaker program.

Facilitator

Reading Coach

Participants

K-5 Teachers

Target Dates or Schedule

Morning Trainings

Evidence of Completion

Lesson Plans Data on SuccessMaker website

G13.B2.S2 Implement Making Words

PD Opportunity 1

Provide opportunities for professional development and collaboration for implementing Making Words program.

Facilitator

Reading Coach Literacy Specialists

Participants

K-5 Teachers

Target Dates or Schedule

Morning Trainings WOW Wednesdays

Evidence of Completion

Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Faculty and staff will increase automaticity when responding to Code Red emergencies.	\$200
G2.	K-5 teachers will increase rigor through instruction with complex text.	\$154
G5.	Students in grade 1-5 will become fluent with grade level appropriate math facts.	\$250
G7.	K-5 teacher will increase science content knowledge.	\$5,050
G8.	Teachers will increase rigor in science through higher level questions and thinking strategies.	\$400
G9.	Increase teachers' use of data sources to track student performance in science.	\$500
Total		\$6,554

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Evidence-Based Materials	Evidence-Based Program	Total
5100-510	\$1,950	\$0	\$400	\$154	\$2,504
5100-750	\$0	\$1,350	\$0	\$0	\$1,350
5100-510, 5100-750	\$2,500	\$0	\$0	\$0	\$2,500
5100510	\$0	\$0	\$0	\$200	\$200
Total	\$4,450	\$1,350	\$400	\$354	\$6,554

Budget Details

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

G1. Faculty and staff will increase automaticity when responding to Code Red emergencies.

G1.B1 Lack of automaticity when responding to Code Red emergency situations.

G1.B1.S1 Increase frequency of Code Red and Code Yellow drills following a review of the 2013 and 2014 Safety Manual.

Action Step 1

All faculty and staff will participate in Code Red and Code Yellow drills following their review of the 2013-2014 Safety Manual.

Resource Type

Evidence-Based Program

Resource

Items for the "Go Box" to include hats and flashlights Red file folders and laminated emergency cards.

Funding Source

5100510

Amount Needed

\$200

G2. K-5 teachers will increase rigor through instruction with complex text.

G2.B1 Students enter the current school year reading below grade-level expectations.

G2.B1.S1 Differentiate centers based on data analysis.

Action Step 1

Provide common planning opportunities to collaborate among grade level teams and subjects areas to develop and plan centers.

Resource Type

Evidence-Based Program

Resource

Book - Using Common Core Standards

Funding Source

5100-510

Amount Needed

\$154

G5. Students in grade 1-5 will become fluent with grade level appropriate math facts.

G5.B1 Teachers not utilizing or monitoring Reflex online resource

G5.B1.S2 School will provide school-wide incentives and motivation for the program.

Action Step 1

School will print certificates to hang in common area of school and students will be recognized on the school news show.

Resource Type

Other

Resource

Incentives

Funding Source

5100-510

Amount Needed

\$250

G7. K-5 teacher will increase science content knowledge.

G7.B1 Limited time for teachers to study science content and standards together.

G7.B1.S2 The science lead teacher will attend monthly meetings and distribute information to the Science School Improvement Team.

Action Step 1

Provide TDEs to for science lead to attend monthly district science lead training.

Resource Type

Professional Development

Resource

Substitutes

Funding Source

5100-750

Amount Needed

\$1,350

G7.B1.S3 Teachers will unpack science standards with colleagues and students.

Action Step 1

Teachers will unpack science standards with colleagues identifying key vocabulary by underlining or circling words. Key terms are explored for meaning and rigor.

Resource Type

Other

Resource

Substitutes, Chart paper, markers, printing

Funding Source

5100-510, 5100-750

Amount Needed

\$2,500

Action Step 2

Teachers will unpack science standards with students identifying key vocabulary by underlining or circling words. Key terms are explored for student generated definitions.

Resource Type

Other

Resource

Chart paper, markers, printing, composition books

Funding Source

5100-510

Amount Needed

\$1,200

G8. Teachers will increase rigor in science through higher level questions and thinking strategies.

G8.B1 Questions in texts are low level.

G8.B1.S1 Pre-write two to three high level questions and record them in lesson plans.

Action Step 1

Provide training for teachers on how to write and align benchmark complexity to higher level questions.

Resource Type

Evidence-Based Materials

Resource

Folders, markers, printing

Funding Source

5100-510

Amount Needed

\$400

G9. Increase teachers' use of data sources to track student performance in science.

G9.B1 Lack of teacher familiarity with new CGAs and the new interactive science journals.

G9.B1.S1 Provide teacher meetings to discuss data presented by the new GCAs and how to organize the data and incorporate it into science instruction.

Action Step 1

Provide WOW days for teachers to meet to review and organize CGA data.

Resource Type

Other

Resource

Printing, data binders

Funding Source

5100-510

Amount Needed

\$400

Action Step 2

After reviewing data from CGAs and interactive science journals, teachers will unpack standards together and plan instruction.

Resource Type

Other

Resource

Chart paper

Funding Source

5100-510

Amount Needed

\$100