



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Don Brewer Elementary School

3385 HARTSFIELD RD

Jacksonville, FL 32277

904-745-4990

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 58%
Alternative/ESE Center No	Charter School No	Minority Rate 62%

School Grades History

2013-14 B	2012-13 B	2011-12 A	2010-11 B	2009-10 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Don Brewer Elementary School

Principal

Jennifer Collins

School Advisory Council chair

Pete Ison

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

Name	Title
Jennifer Collins	Principal
Nikesha White	Assistant Principal
Pilar Barreto	Reading Coach
Amanda Sheroff	Guidance Counselor

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

The SAC consists of the principal, parents, teachers, and community members. The majority of the SAC are not employed by Duval County Public Schools. The members are representative of the school's community and demographics.

Involvement of the SAC in the development of the SIP

The SAC provides ideas, strategies, barriers, and action steps for the school improvement plan.

Activities of the SAC for the upcoming school year

The SAC will continue to advise the principal on relevant and timely issues facing the school. The SAC will seek to gain business partners that can support the efforts of the school. In addition, the SAC will work with the principal to address some outdoor facility issues. The SAC will assist with the accreditation report as well as help to monitor the strategies outlined in the School Improvement Plan

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

Classroom Materials, \$300.00, Professional Development for Teachers, \$200.00

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

n/a

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jennifer Collins

Principal

Years as Administrator: 7

Years at Current School: 4

Credentials

Degrees: B.A.-Elementary Education, University of Florida; M.Ed-Education, University of Florida, M.Ed-Educational Leadership, University of North Florida

Certification: Elementary Education (1-6), ESOL Endorsement, Educational Leadership (All Levels), School Principal (All Levels), Level 2 Certification

Performance Record

Principal of Don Brewer Elementary in 2012-2013: Grade B, Reading Proficiency: 67%; Math Proficiency: 63%, Writing Proficiency: 71%, Science Proficiency: 63%, Reading Gains: 66%, Math Gains: 59%, BQ Reading Gains: 67%, BQ Math Gains: 56%, AMO Data: Reading: Asian, Black, White, Hispanic, White, SWD, ED: no; Math: Asian: yes, Black, White, Hispanic, White, SWD, ED: no

Principal of Don Brewer Elementary in 2011-2012: Grade A, Reading Proficiency: 65%; Math Proficiency: 70%; Writing Proficiency: 89%; Science Proficiency: 44%, Reading Gains: 72%, Math Gains: 71%, BQ Reading Gains: 74%, BQ Math Gains: 61%; Reward School

Principal of Don Brewer Elementary in 2010-2011: Grade B, Reading Proficiency: 81%, Math Proficiency: 82%, Writing Proficiency: 63%, Science Proficiency: 53%, Reading Gains: 67%, Math Gains: 67%, BQ Reading Gains: 48%, BQ Math Gains: 72%, AYP: 85%; Subgroups not making AYP in Reading and Math: Total (75% in Reading, 78% in Math); Economically Disadvantaged (69% in Reading, 72% in Math); Black (66% in Reading, 71% in Math)

Assistant Principal of John Stockton Elementary in 2009-2010: Grade A, Reading Proficiency: 92%, Math Proficiency: 93%, Writing Proficiency: 94%, Science Proficiency: 76%, Reading Gains: 76%, Math Gains: 92%, BQ Reading Gains: 76%, BQ Math Gains: 91%, AYP: 100%

Assistant Principal of John Stockton Elementary in 2008-2009: Grade A, Reading Proficiency: 92%, Math Proficiency: 93%, Writing Proficiency: 94%, Science Proficiency: 76%, Reading Gains: 76%, Math Gains: 92%, BQ Reading Gains: 76%, BQ Math Gains: 91%, AYP: 100%

Assistant Principal of John Stockton Elementary in 2007-2008: Grade A, Reading Proficiency: 88%, Math Proficiency: 81%, Writing Proficiency: 88%, Science Proficiency: 66%, Reading Gains: 76%, Math Gains: 59%, BQ Reading Gains: 66%, BQ Math Gains: 63%, AYP: 100%

Nikesha White

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Bachelor of Science, Florida State University
 Master of Business Administration, University of Phoenix
 Certifications:
 Elementary Education K-6
 Exceptional Student Education K-12
 Educational Leadership (all levels)

Performance Record

Worked for Duval County Public Schools' Office of School Improvement from 2008 to 2013 as a specialist providing technical assistance to low-performing DA and Turnaround schools. Below is data relevant to district school grades and student achievement during that time:
 State Assigned Grades
 2013 2012 2011 2010 2009
 District
 C C B B B
 Schools
 A 33 57 48 56 79
 B 33 27 29 24 23
 C 38 34 41 43 29
 D 26 22 16 8 13
 F 11 21 5 3 7
 Math and Reading District and State % Scoring Satisfactory 2008-2013
 District Reading State Reading District Math State Math.
 2013 53 58 54 59
 2012 52 57 53 54
 2011 62 62 69 68
 2010 63 62 69 68
 2009 63 62 68 67

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Pilar Barreto		
Full-time / School-based	Years as Coach: 6	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelor of Arts, University of Florida Florida Professional Teaching Certificate (grades 1-5)	
Performance Record	<p>Fort Caroline Elementary 2012-2013 School Grade - C; Reading proficiency 57%; Reading Gains 67%; Reading Gains for Bottom Quartile 67%; Writing proficiency 63%</p> <p>2011-2012 School Grade - C; Reading proficiency 56%; Reading Gains 72% ; Reading Gains for Bottom Quartile 75%; Writing Proficiency 85%</p> <p>2010 -2011 School Grade -B; Reading proficiency 72%; Reading Gains 65 % ; Reading Gains for Bottom Quartile 48%; Writing proficiency 58%; 100% AYP</p> <p>2009 -2010 School Grade- C; Reading proficiency 63% ; Reading Gains 55% ; Reading Gains for Bottom Quartile 52% ; Writing proficiency 88%</p> <p>2008 -2009 School Grade A ; Reading proficiency 67% ; Reading Gains 67% ; Reading Gains for Bottom Quartile 65% ; Writing proficiency 88%</p> <p>2007 -2008 School Grade C; Reading proficiency 74%; Reading Gains 61% ; Reading Gains for Bottom Quartile 54% ; Writing proficiency 73%</p>	

Classroom Teachers

# of classroom teachers	34
# receiving effective rating or higher	34, 100%
# Highly Qualified Teachers	88%
# certified in-field	34, 100%
# ESOL endorsed	22, 65%
# reading endorsed	1, 3%

with advanced degrees

5, 15%

National Board Certified

2, 6%

first-year teachers

2, 6%

with 1-5 years of experience

17, 50%

with 6-14 years of experience

17, 50%

with 15 or more years of experience

11, 32%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 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

One strategy that we will use is to host University of North Florida, Jacksonville University, and Florida State at Jacksonville interns and pre-interns. This will allow the administration to have opportunities to observe aspiring teachers. This will also allow high quality teacher candidates to learn about Don Brewer Elementary. In order to retain our high quality newly hired teachers, we will assign mentor teachers to all new teachers. The mentor teachers will provide support to the new teachers as well as provide guidance through the Duval County MINT program. In addition, the School Culture committee will work to promote a positive culture and climate at the school. The committee will work to host activities and team building exercises that will promote community among faculty. This will help to maintain a positive culture and assist with retaining high quality teachers at the school.

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

Don Brewer Elementary School's mentoring plan includes pairing experienced, high achieving teachers with new teachers to the school. Ms. Cindy Cahoon is serving as the mentor to Ms. Sarah Sterling, a teacher with four years of teaching experience, but new to Don Brewer Elementary. Ms. Cahoon has over 30 years of experience and has served in numerous leadership positions throughout her career. Last year, 70% of Ms. Cahoon's students demonstrated proficiency on the reading portion of the FCAT. Ms. Cahoon and Ms. Sterling both teach third grade language arts so they can share ideas, activities, student work, and plans with each other. Ms. Cahoon and Ms. Sterling will meet weekly to discuss classroom management, planning, student work, and other relevant issues. Ms. Cahoon will provide feedback to Ms. Sterling on a regular basis and conduct observations in her classroom. Ms. Brenda Davis is serving as the mentor to Mr. Daniel Berry, a physical education teacher who is new to teaching this year. Ms. Davis is a teacher of the gifted and has 9 years of teaching experience. Ms. Davis has had numerous pre-interns and interns throughout her career and has served in several leadership positions. Last year, over 80% of Ms. Davis' students scored above proficiency on the FCAT. Ms. Davis and Coach Berry are both resource teachers at the school so they can share ideas, activities, and plans with each other. Ms. Davis will meet with Coach Berry on a bi-monthly basis so that she can provide him with support. In addition, Ms. Davis will observe Coach Berry to provide him with specific feedback so that he can grow professionally. Ms. Kelly McGarity is serving as the mentor to Mr. Matthew Kircher, a beginning teacher. Ms. McGarity mentored another new teacher last year and has served in several leadership positions, including grade level and department chair. Last year, Ms. McGarity's students experienced 70% of learning gains in math. Ms. McGarity and Mr. Kircher will meet weekly to look at data and plan for instruction, Ms. McGarity will observe Mr. Kircher in his classroom on a regular basis.

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

Collaborative problem solving teams meet weekly to discuss core instruction and both small group and individual needs. Teachers work together to brainstorm how resources can be used to address specific student needs. If students continue to struggle, the MTSS team meets on a regular basis to look at core instruction and how resources can be allocated to help students. As a result of the discussion at these meetings, staff members develop a plan to meet with small groups and individual students. In addition, funding is allocated to address student needs in the school. The leadership team monitors the effectiveness through the analysis of data on a regular basis.

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

Jennifer Collins, Principal

Provides a common vision for the MTSS team; ensures that the school is fully implementing MTSS; attends district level professional development on MTSS and provides training to staff; leads the monthly meetings of the MTSS leadership team; monitors implementation of MTSS through classroom observations; Reviews and monitors data to ensure that students are provided with tier two and three interventions as needed; Conducts regular reviews of the School Improvement Plan with staff, SAC, and MTSS team to ensure that strategies are being implemented and determining progress toward school goals/targets.

Nikesha White, Assistant Principal

Collects and monitors data of the students; attends district level MTSS trainings; assists with the implementation and monitoring of tier two interventions, tier three interventions, and SIP strategies; assists in determining if there is additional need for interventions/assessments.

Pilar Barreto, Reading Coach

Conducts regular observations and walk-throughs of language arts classrooms to determine implementation of SIP strategies; Models and co-teaches in language arts classrooms to provide assistance with SIP and intervention strategies; Assists in determining if there is additional need for interventions/assessments; provides professional development to teachers that assists with the implementation of SIP strategies and interventions; provides information about language arts instruction to the team; leads conversations about student progress and interventions in the language arts professional learning communities and collaborative problem solving teams.

Amanda Sheroff, Guidance Counselor

Serves as the liaison between the district and the school; participates in district level MTSS training; works with staff to develop and implement tier two and tier three interventions; models effective instruction as needed; researches and keep teachers/staff members abreast of current best practices; leads discussions of students in professional learning communities and collaborative problem solving teams.

Jessica Woods and Jill Snodgrass, Math Lead Teachers

Provides information about math instruction to the team; participates in the district level MTSS training; delivers tier one and tier two interventions and works with other staff members to implement tier two and three interventions; analyzes and monitors student data and interventions in math school-wide; shares successful interventions and strategies with the team; leads conversations about student progress and interventions in the math professional learning communities and collaborative problem solving teams.

Tracee Odoms, Science Lead Teacher

Provides information about science instruction to the team; participates in the district level MTSS training; delivers tier one and tier two interventions in science and works with other science teachers to implement tier two and three interventions; analyzes and monitors student data and interventions in science school-wide; shares successful interventions and strategies with the team; leads conversations about student progress and interventions in the science professional learning communities and collaborative problem solving teams.

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

The school's leadership team meets on a monthly basis and one of the main responsibilities is to monitor the school's MTSS and SIP. At each meeting, the leadership team looks at the notes from all MTSS and collaborative problem solving meetings, evaluating the progress of individual students. In addition, the team looks at the data from individual classrooms, grade levels, and subject areas to determine the progress that is being made to achieve the school's targets/goals. In addition, the leadership team reviews notes from walk-throughs, planning sessions, and professional learning community sessions to determine the implementation of strategies specified in the school improvement plan.

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

When the leadership team meets to look at the effectiveness of supports in the areas of reading, math, science, writing, and engagement, the team will use several data sources. The data will come from the 2013 FCAT, IOWA, I-Ready Math assessment, DAR, district writing prompt, and the CGAs in Language Arts, Math, and Science. School staff will utilize the Pearson Insight management system to manage student data and make instructional decisions. All teachers will turn in quarterly profile data sheets that will show student progress in reading, math, science, and writing. Data meetings will be conducted by the principal, assistant principal, reading coach, and guidance counselor each quarter to determine who needs additional interventions/support in each subject area. In addition, monthly MTSS meetings will be held to discuss tier two and tier three interventions for specific students. Data sources for engagement (behavior and attendance) will come from reports that are generated on Genesis and Oncourse. These

reports and data sources will provide information involving discipline referrals, absences, tardies, out of school suspensions, and in school suspensions.

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

For the 2013-2014 school year, our focus for MTSS will be continuing to ensure that all students receive appropriate tier two and/or three interventions, and that all staff members and parents are actively involved in this process. This year, the staff will continue to receive professional development training on appropriate tier two and three interventions that will address specific student weaknesses. Professional development will also include information for teachers on how to properly track and document interventions. The MTSS leadership team will continue to train the staff on how to use data to work in collaborate problem solving teams to effectively develop appropriate strategies and interventions. Faculty and staff will continue to participate in book and article studies during professional development sessions in order to receive the most current information. The school will continue to provide information to parents through individual conferences, problem solving teams, MTSS meetings, and parent nights so that all parties are working together.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program
Minutes added to school year: 600

Students who are struggling in reading and math will receive before and/or after school tutoring from certificated teachers.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students involved in the tutoring will take a pretest to determine what they know. Teachers will use this information to design lessons and specific strategies for students. At the end of the program, students will take a post-test to determine the effectiveness of the program. Throughout the program, students will be constantly monitored through exit tickets, observations, etc.

Who is responsible for monitoring implementation of this strategy?

The leadership team will work with classroom teachers as well as the tutoring staff to determine the effectiveness of the program.

Literacy Leadership Team (LLT)

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

Name	Title
Jennifer Collins	Principal
Pilar Barreto	Reading Coach
Leslie Thomas	3rd Grade ELA Teacher
Debbie Gelwicks	5th Grade ELA Teacher
Ravandala Johnson	3rd Grade ELA Teacher
Kara Permuy	4th Grade ELA Teacher
Nicole Stewart	4th Grade ELA Teacher

How the school-based LLT functions

The Literacy Leadership Team (LLT) will meet monthly to review student data and how the school is progressing on meeting the goals outlined in the School Improvement Plan. While reviewing data, the team will also determine the type of professional development that teachers need in the area of reading through surveys, observations, and exit tickets. The team will develop specific professional development sessions that will help address these areas of need and provide next steps for teachers. As a team, members will ensure that all students are supported in the area of reading and writing by meeting in professional learning communities and grade level meetings. The LLT will also lead the major initiatives related to reading this year, including reading kick-off activities, reading celebration, monitoring of students meeting the reading habit standard, and other school/district initiatives.

Major initiatives of the LLT

The LLT will focus on continuing to unpack the Common Core standards as it relates to literacy. In addition, the LLT will focus on the Annual Measureable Objectives that specific subgroups will need to achieve in order to close the achievement gap. The team will also work with teachers to monitor the needs/growth of our bottom quartile students in reading. When the team meets, they will focus on the progress of these students to ensure that they are making gains. The LLT will also work with teachers to provide professional development in the literacy area. Some of the areas the LLT will focus on through professional learning communities are Common Core standards, text complexity, close reading, and incorporating literacy across all content areas. The LLT will also support teachers as needed by modeling lessons and using data to determine focus lessons that our students need.

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

Don Brewer does not have grades K-2.

College and Career Readiness

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

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

Don Brewer is an elementary school.

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

Don Brewer is an elementary school.

Strategies for improving student readiness for the public postsecondary level

Don Brewer is an elementary school.

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	69%	58%	No	72%
American Indian				
Asian	83%	77%	No	84%
Black/African American	62%	48%	No	66%
Hispanic	66%	54%	No	69%
White	78%	69%	No	81%
English language learners				
Students with disabilities	43%	28%	No	48%
Economically disadvantaged	63%	47%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	152	31%	34%
Students scoring at or above Achievement Level 4	162	33%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	323	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	328	67%	71%

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	121	71%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	59%	No	73%
American Indian				
Asian	94%	83%	No	95%
Black/African American	62%	41%	No	66%
Hispanic	63%	57%	No	67%
White	78%	69%	No	81%
English language learners				
Students with disabilities	52%	32%	No	57%
Economically disadvantaged	63%	49%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	171	34%	37%
Students scoring at or above Achievement Level 4	137	27%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	289	59%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	274	56%	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	47	31%	38%
Students scoring at or above Achievement Level 4	45	30%	38%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	490	100%	100%

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	22	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	13	3%	2%
Students who are not proficient in reading by third grade	25	13%	10%
Students who receive two or more behavior referrals	37	8%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	2%	2%

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

Parents will have several opportunities to view and participate in activities that demonstrate student progress in the academics as well as the resource areas.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
During the 2013 -2014 school year 55% of families will participate in school-wide activities (Open House, Family Academic Night, Grade Level performances/ exhibitions etc.)	245	50%	55%

Area 10: Additional Targets

Additional targets for the school

The additional targets for the 2013-2014 school year relate to safety in the classrooms as well as throughout the school (cafeteria, playground, common areas, etc).

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
50% of our classes will meet/exceed expectations for cafeteria guidelines on a weekly basis.	10	38%	45%
50% of our classes will meet/exceed expectations for playground guidelines on a weekly basis.	10	38%	45%

Goals Summary

- G1.** All teachers will implement effective teaching instruction aligned to standards, including strategies and accommodations for ESE students.
- G2.** Teachers will collaborate, plan and implement intervention and enrichment activities that will address the strengths and weaknesses of students in each subgroup (White, Black, Asian, SWD, Hispanic, and ED).
- G3.** All teachers will utilize strategies that will result in active, intellectual student engagement for all students in all subgroups.

Goals Detail

G1. All teachers will implement effective teaching instruction aligned to standards, including strategies and accommodations for ESE students.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Full time Reading Coach
- Three Varying Exceptionalities ESE teachers and several classroom teachers have ESE certification
- Permanent substitute to provide coverage for professional development, collaborative planning, etc.
- Common planning time built into the daily schedule
- Computer programs such as Success Maker, Reflex Math, etc.
- Differentiated materials such as Common Core Math
- Instructional rounds
- Access to district specialists in math and science

Targeted Barriers to Achieving the Goal

- Curriculum and materials are not fully aligned with students' functionality and level.
- Lack of training and professional development to effectively implement curriculum
- Lack of time to effectively implement new district initiatives

Plan to Monitor Progress Toward the Goal

Data will be analyzed for all subgroups on all assessments to determine progress toward goal

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

ongoing

Evidence of Completion:

Data profile sheets, Data chat sheets, School and district based assessment results

G2. Teachers will collaborate, plan and implement intervention and enrichment activities that will address the strengths and weaknesses of students in each subgroup (White, Black, Asian, SWD, Hispanic, and ED).

Targets Supported

- Writing
- Science - Elementary School

Resources Available to Support the Goal

- 1. I-Ready Math, Reflex Math - Differentiated technology programs based on student needs
- 2. district mandates of center rotations included in the reading block (differentiated centers based on student needs)
- 3. classroom libraries stocked with books of different reading levels
- 4. gradual release model providing opportunities for interventions
- 5 Common planning time
- 5. PLCs , Instructional rounds, professional development sessions
- 6. coaches and teacher leaders
- 7. Access to different curriculum (Envisions and Investigations)
- 8. Some knowledge and implementation of the use of thinking tools- graphic organizers, manipulatives

Targeted Barriers to Achieving the Goal

- 1. Not enough knowledge of resources that would provide teachers with instructional tools, strategies, and management systems ideas
- 8. Difficulty with student off- task behavior
- 9. A need for frequent and consistent analysis of student data to determine student strengths and weaknesses

Plan to Monitor Progress Toward the Goal

Data will be analyzed for all subgroups on all assessments to determine progress toward goal. Through observations during the implementation of the activities we will be able to monitor if teachers have been successfully collaborating, planning and implementing activities that address the needs of all the students. Analyzing student work should also reveal student progress.

Person or Persons Responsible

Teachers and Leadership Team will monitor progress toward the goal.

Target Dates or Schedule:

Measuring and monitoring progress will be ongoing.

Evidence of Completion:

Classroom observations tools, student work, teacher reflections, lesson plans

G3. All teachers will utilize strategies that will result in active, intellectual student engagement for all students in all subgroups.

Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels
- EWS - Elementary School

Resources Available to Support the Goal

- - We have a Reading coach. - We have teacher leaders in Math - Teachers are requesting for PD with new district initiatives - Reading block has center rotations included - Common planning time in grade level/subject/content area . - Instructional rounds as a PD practice - Instruction using gradual release in all subject areas mandated by the district - PD days (Wed.) and early dismissal days - Multimedia and technology - Sub budget for PD facilitation

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge of multiple strategies to increase student engagement
- Unclear understanding of the gradual release model.

Plan to Monitor Progress Toward the Goal

As the school-based leadership team conduct classroom observations and participate in teacher PLCs, we will be able to monitor implementation of the the various strategies taught in order to engage all students. We will also provide feedback to teachers with next steps. We are hoping to see an increase of teacher knowledge with engaging students and an increase in student achievement.

Person or Persons Responsible

The school-based leadership team along with the classroom teachers are responsible in ensuring the goal is met.

Target Dates or Schedule:

During leadership meetings, professional development trainings and follow-up will be discussed.

Evidence of Completion:

Leadership will review the professional development calendar to ensure trainings have taken place. Also, we will review teacher participation in each PD session.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective teaching instruction aligned to standards, including strategies and accommodations for ESE students.

G1.B1 Curriculum and materials are not fully aligned with students' functionality and level.

G1.B1.S1 Teachers will use the Gradual Release of Responsibility Model in order to scaffold learning in each subject area.

Action Step 1

Teachers will utilize I Do, We Do, They Do, and You Do in order to scaffolding instruction.

Person or Persons Responsible

All classroom teachers, ESE teachers

Target Dates or Schedule

Daily in language arts, math, and science

Evidence of Completion

Classroom walk-throughs to determine implementation of the gradual release model.

Facilitator:

Jessica Woods, Math Lead Teacher Pilar Barreto, Reading Coach

Participants:

All classroom and ESE teachers

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

Leadership Team will conduct walk-throughs and observations to determine implementation of the gradual release model.

Person or Persons Responsible

Jennifer Collins, Principal Nikesha White, Assistant Principal Pilar Barreto, Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, observation logs, charts, student work

Plan to Monitor Effectiveness of G1.B1.S1

Data will be analyzed to determine if gradual release model is impacting student achievement.

Person or Persons Responsible

Jennifer Collins, Principal Nikesha White, Assistant Principal Pilar Barreto, Reading Coach
Classroom Teachers

Target Dates or Schedule

After district and classroom assessments are administered to students

Evidence of Completion

District and school based assessments including DAR, CGAs, IOWA, classroom assessments, writing prompts, etc.

G1.B1.S2 Teachers will implement center activities in language arts, math, and science in order to address varying ability levels within the classroom.

Action Step 1

Teachers will be trained on how to conduct centers, provided with materials and technology to implement centers, and analyze data to determine participants at each center.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Center activities are implemented in all classrooms.

Facilitator:

Jennifer Collins, Principal Pilar Barreto, Reading Coach Jessica Woods and Jill Snodgrass, Math Lead Teachers

Participants:

All teachers

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

Classroom walk throughs will be conducted to determine that centers are being implemented to meet the needs of students

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk Through logs, CAST observations, lesson plans

Plan to Monitor Effectiveness of G1.B1.S2

Student work and data will be analyzed to determine effectiveness of centers

Person or Persons Responsible

Classroom Teachers Leadership Team

Target Dates or Schedule

Quarterly data chats

Evidence of Completion

Data chat sheets, Student data

G1.B1.S5 Teachers will collaborate with school based coach as well as district specialists in reading, math, and science in order to analyze data and plan lessons based on the needs of the students in each subgroup.

Action Step 1

Teachers will meet in Professional Learning Communities, common planning sessions and PLAN sessions in order to collaborate and design lessons that meet students' needs.

Person or Persons Responsible

Classroom Teachers District Specialists Pilar Barreto, Reading Coach

Target Dates or Schedule

Monthly PLC meetings, weekly collaborative planning sessions, PLAN meetings every six weeks

Evidence of Completion

Agendas, minutes, coaching logs, charts

Facilitator:

Pilar Barreto, Reading Coach Jennifer Collins, Principal Jessica Woods and Jill Snodgrass, Math Lead Teachers Tracee Odoms, Science Lead Teacher

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Leadership Team will view minutes, agendas, and coaching logs to determine implementation

Person or Persons Responsible

School-based leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Minutes, agendas, coaching logs

Plan to Monitor Effectiveness of G1.B1.S5

Data will be analyzed on a regular basis to determine progress toward goal

Person or Persons Responsible

Leadership Team Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data profile sheets, Data chat notes, School and district data

G1.B6 Lack of training and professional development to effectively implement curriculum

G1.B6.S1 Teachers will participate in instructional rounds to observe the successful implementation of new strategies and curriculum.

Action Step 1

Teachers will observe other classrooms in the school to observe best practices and effective teaching strategies.

Person or Persons Responsible

Classroom Teachers Pilar Barreto, Reading Coach

Target Dates or Schedule

During PLAN sessions

Evidence of Completion

Debriefing forms, Observation forms

Facilitator:

Jennifer Collins, Principal

Participants:

Pilar Barreto, Reading Coach

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Debriefing sessions will held to discuss positives, wonderings, and application to classroom.

Person or Persons Responsible

Classroom teachers Jennifer Collins, Principal Pilar Barreto, Reading Coach

Target Dates or Schedule

PLAN sessions

Evidence of Completion

Debriefing forms, observation logs

Plan to Monitor Effectiveness of G1.B6.S1

Leadership Team will conduct walk throughs to determine if teachers are applying new strategies and best practices in their classroom

Person or Persons Responsible

Jennifer Collins, Principal Nikesha White, Assistant Principal Pilar Barreto, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through logs, observation notes, lesson plans

G1.B6.S3 Teachers will utilize data from district and school based assessments to differentiate instruction for students in all subgroups.

Action Step 1

Teachers will utilize Inform/Insight to look at assessment results and design instruction for students.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data profile sheets, Inform data sheets, lesson plans, small group notes

Facilitator:

Jennifer Collins, Principal Joel Rush, School Technology Coordinator

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B6.S3

Classroom walk throughs and observations will be conducted in order to determine if instruction is being differentiated.

Person or Persons Responsible

Jennifer Collins, Principal Nikesha White, Assistant Principal Pilar Barreto, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk through notes and logs, lesson plans

Plan to Monitor Effectiveness of G1.B6.S3

Data will be analyzed to determine if students in all subgroups are making progress

Person or Persons Responsible

Leadership Team Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data chats, data profile sheets, assessment results

G1.B6.S5 Teachers will participate in Professional Learning Communities to read professional literature, study best practices, and share ideas with each other.

Action Step 1

Teachers will meet with their colleagues in order to grow professionally and improve instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC agendas, minutes

Facilitator:

Pilar Barreto, Reading Coach Jessica Woods and Jill Snodgrass, Math Lead Teachers Tracee Odoms, Science Lead Teachers

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B6.S5

Classroom walk-throughs and observations will be conducted to determine if best practices are being implemented in the classroom

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk-throughs forms and logs, observation notes, lesson plans

Plan to Monitor Effectiveness of G1.B6.S5

Feedback and reflection will be gathered to determine effectiveness of the PLC.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Exit tickets, reflection forms, survey results

G1.B10 Lack of time to effectively implement new district initiatives

G1.B10.S2 Teachers will utilize technology to provide enrichment and/or remediation time for students.

Action Step 1

Technology will be utilized in centers in order to provide enrichment and/or remediation for students.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observations, lesson plans, reports generated from computer programs

Facilitator:

Joel Rush, School Technology Coordinator Jennifer Collins, Principal Nikesha White, Assistant Principal

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B10.S2

Reports will be generated and analyzed.

Person or Persons Responsible

Leadership Team Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, reports

Plan to Monitor Effectiveness of G1.B10.S2

Data will be pulled from software applications to determine if individual students are showing growth

Person or Persons Responsible

Leadership Team Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data sheets from software programs

G1.B10.S4 Teachers will integrate literacy into science and social studies.

Action Step 1

Reading and writing will be implemented into science and social studies through literature, nonfiction text, and interactive journals

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, observations, interactive journals

Facilitator:

Pilar Barreto, Reading Coach

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B10.S4

Classroom walk-throughs and observations will be conducted in order to determine integration.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk-through forms and observation notes

Plan to Monitor Effectiveness of G1.B10.S4

Student journal responses and writing prompts will be viewed to determine the integration.

Person or Persons Responsible

Classroom Teachers Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, interactive journals responses, district writing prompts

G2. Teachers will collaborate, plan and implement intervention and enrichment activities that will address the strengths and weaknesses of students in each subgroup (White, Black, Asian, SWD, Hispanic, and ED).

G2.B1 1. Not enough knowledge of resources that would provide teachers with instructional tools, strategies, and management systems ideas

G2.B1.S1 Teachers will collaborate during common planning time to research instructional tools/ strategies in order to plan and implement differentiated activities.

Action Step 1

During common planning time teachers will research in professional books and websites strategies and management systems for differentiating instruction and activities.

Person or Persons Responsible

Classroom teachers, Reading Coach, Math & Science Lead Teachers will be implement the strategy.

Target Dates or Schedule

The plan will begin in October during common planning sessions and will be ongoing throughout the school year

Evidence of Completion

Lesson plans, Student work, teacher notes, and agendas will be used to monitor task completion.

Facilitator:

Teacher, Reading Coach, Math & Science Lead Teachers

Participants:

Teachers

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

Lesson plans and observations during common planning time will be used to monitor implementation of the strategy.

Person or Persons Responsible

Leadership team will monitor the fidelity of strategy implementation.

Target Dates or Schedule

Implementation of the strategy will be ongoing during common planning sessions.

Evidence of Completion

Lesson plans, notes during common planning, will be the evidence collected.

Plan to Monitor Effectiveness of G2.B1.S1

Through observations, teacher reflections, and student work we will be able to determine if the implementation of multiple strategies researched and planned resulted in varied activities and progress for all students.

Person or Persons Responsible

Leadership Team and Teachers will be responsible to collect ,chart and prepare data.

Target Dates or Schedule

Effectiveness of the strategy will be ongoing throughout the year via walk throughs.

Evidence of Completion

Observation tools, lesson plans, teacher reflections, and student work will be used to monitor the effectiveness of the strategy.

G2.B8 8.Difficulty with student off- task behavior

G2.B8.S1 Participate in instructional rounds to observe effective management and engagement techniques used in centers activities.

Action Step 1

Instructional rounds will be conducted where teachers will visit classrooms that display effective management of activities during activities (center rotations).

Person or Persons Responsible

The Administration, Reading Coach, Math Lead Teachers, and Science Lead Teacher

Target Dates or Schedule

During Wednesday Planning Day sessions conducted every week this step will be implemented.

Evidence of Completion

Agendas, observation tools and debrief forms along with discussion sessions will be evidence on how we will monitor task completion.

Facilitator:

The Administration, Reading Coach, Math Lead Teachers, and Science Lead Teacher

Participants:

Teachers, Administration, Reading Coach, Math Lead Teachers, and Science Lead Teacher

Plan to Monitor Fidelity of Implementation of G2.B8.S1

Instructional rounds conducted from 8:45-11:00 will be scheduled in advance. Allowing the observing teachers observe a hosting classroom where the teacher has effectively implemented management and engagement strategies during the activities. The teachers will then debrief as a group what was observed. Teachers will in turn implement effective management strategies.

Person or Persons Responsible

Leadership Team will monitor for fidelity of implementation.

Target Dates or Schedule

Monitoring the PD is taking place will be conducted during the Instructional Rounds/ debriefing sessions.

Evidence of Completion

Agendas, observation tools, and debriefing forms, teacher discussions will be evidence of monitoring activities.

Plan to Monitor Effectiveness of G2.B8.S1

Successful implementation of the strategy should result in teachers implementing the effective management and engagement techniques that will minimize off-task student behavior and address the needs of all students. The data collected will include teacher notes, observation notes, and student work.

Person or Persons Responsible

Teachers, Administration, Reading Coach, Math and Science Lead Teachers will collect, chart, and prepare the data.

Target Dates or Schedule

Collecting and analyzing the data will be ongoing.

Evidence of Completion

Teacher notes, walk-through notes, observation tools, and student work will be evidence of completion of monitoring activities.

G2.B8.S2 Provide Professional Development that will build knowledge of effective management and engagement strategies to be used during center rotation activities.

Action Step 1

PD will be provided to all teachers during PLC and Planning Wednesdays,

Person or Persons Responsible

Reading Coach, Math & Science Lead teachers will implement the PD.

Target Dates or Schedule

PLC and Planning Wednesdays sessions to continue until goal is achieved.

Evidence of Completion

Agendas and Exit tickets

Facilitator:

Reading Coach, Math & Science Lead teachers

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B8.S2

During Leadership meetings briefings of PD will be conducted informing all of components of the PD Those who will monitor will also be present during the PD.

Person or Persons Responsible

Administration, Reading Coach, Math & Science Lead teachers will monitor the fidelity of implementation. The Reading Coach, Math & Science Lead Teachers will plan and deliver the PD.

Target Dates or Schedule

Monitoring Implementation will be ongoing.

Evidence of Completion

Agendas, exit tickets will be evidence of monitoring activities.

Plan to Monitor Effectiveness of G2.B8.S2

Data collected will include observations of students' on-task behavior and student work. Effectiveness of the PD should produce successful implementation of management and engagement techniques that will in turn increase student on-task behavior and progress for all students. Poor implementation of the strategy will result in lack of teacher knowledge of strategies to use, and in turn an increase in student off-task behavior.

Person or Persons Responsible

Teachers, Administration, Reading Coach will be responsible for collecting, charting and preparing the data.

Target Dates or Schedule

Data collection and evaluation will be ongoing.

Evidence of Completion

Teacher notes, student work, observation tools will be evidence.

G2.B9 9. A need for frequent and consistent analysis of student data to determine student strengths and weaknesses

G2.B9.S1 Plan and deliver data analysis sessions on a regular and frequent basis

Action Step 1

Set up data chat sessions to determine student progress. Chats will be conducted promptly after district assessments, and classroom assessments.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach. Math & Science Lead Teachers

Target Dates or Schedule

This step will be ongoing.

Evidence of Completion

Agendas, Data Chat forms will be collected.

Facilitator:

Principal, Assistant Principal, Reading Coach. Math & Science Lead Teachers

Participants:

Teachers, administration

Plan to Monitor Fidelity of Implementation of G2.B9.S1

Chat sessions will be scheduled in advance. Leadership staff will be present .

Person or Persons Responsible

Principal,Assistant Principal,Reading Coach, Math & Science Lead Teachers will monitor the strategy

Target Dates or Schedule

Monitoring will be ongoing as assessment results are available.

Evidence of Completion

Agenda, data analysis forms, and student assessment results will be evidence.

Plan to Monitor Effectiveness of G2.B9.S1

Data analysis forms will be collected after the data chat sessions. Successful analysis of the data will provide the teachers with information needed to determine student strengths and weaknesses which in turn determine the differentiated activities. Poor implementation will produce inadequate information of students' strengths and weaknesses.

Person or Persons Responsible

Teachers, Leadership team will be responsible for collecting,charting, and preparing data.

Target Dates or Schedule

Data will be collected and evaluated at the sessions.

Evidence of Completion

Agenda, and data analysis form will be used as evidence.

G2.B9.S2 Follow a common and consistent problem solving protocol.

Action Step 1

Data Chats and all data analysis will follow an identified problem-solving protocol.

Person or Persons Responsible

Leadership, Reading Coach and Math & Science Lead Teachers will implement the strategy.

Target Dates or Schedule

Implementation of the step will be ongoing.

Evidence of Completion

Data analysis form from each teacher will be evidence.

Facilitator:

Reading Coach and Math & Science Lead Teachers.

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B9.S2

Collection of teacher data analysis will be collected after every session.

Person or Persons Responsible

Leadership Team, Reading Coach and Math & Science will monitor the strategy.

Target Dates or Schedule

After each data analysis session that may occur during PLCs or planning time

Evidence of Completion

Agendas, data analysis forms will be used as evidence.

Plan to Monitor Effectiveness of G2.B9.S2

Successful use of the data analysis protocol will provide teachers with the knowledge they need to plan and implement effective instructional activities that will consider the strengths and weaknesses of student. Data collected will include data Data Tracking Sheets , data analysis sheets , and student work.

Person or Persons Responsible

Teachers, Leadership Team, Reading Coach, Math & Science Lead Teachers

Target Dates or Schedule

The data will be collected and evaluated after each data analysis session.

Evidence of Completion

Data Tracking Sheets, data analysis forms and student work will be used as evidence.

G3. All teachers will utilize strategies that will result in active, intellectual student engagement for all students in all subgroups.

G3.B1 Lack of teacher knowledge of multiple strategies to increase student engagement

G3.B1.S1 Plan and deliver PD in instructional strategies that will increase student engagement.

Action Step 1

Professional development on instructional strategies that will increase student engagement in all classrooms

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Math teacher- leaders, classroom teachers

Target Dates or Schedule

To deliver PD during PLCs weekly (Thursday) , Planning sessions (Wednesday), collaborative planning sessions (weekly), early dismissal (biweekly)

Evidence of Completion

Agendas, teacher exit tickets,

Facilitator:

School-based leadership , school coach, and teacher-leaders

Participants:

Classroom teachers

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

School-based leadership will participate in professional development that will be provided to the teachers.

Person or Persons Responsible

School-based leadership

Target Dates or Schedule

Ongoing monitoring during the PLCs ,Early Dismissal Day trainings, PLAN work sessions as well as common planning time.

Evidence of Completion

Agenda, Exit Tickets with reflective comments, Observation Tools

Plan to Monitor Effectiveness of G3.B1.S1

School-based leadership will monitor and observe the strategies being implemented in the classroom. Effective implementation will produce increased student engagement. Ineffective implementation will result in modeling those instructional strategies or peer observations and/or additional professional development.

Person or Persons Responsible

School-based leadership, classroom teachers

Target Dates or Schedule

Data will be collected during observations and/or professional development trainings. Also, teacher anecdotal notes can be given to the Reading coach, lead teachers, and/or leadership team requesting additional support.

Evidence of Completion

We will require exit tickets at each professional development session to ensure teachers have a clear understanding of the information presented . Also, the agenda will be kept along with the school's professional development calendar.

G3.B1.S2 Provide coaching support to implement strategies through the coaching cycle.**Action Step 1**

The Principal and Assistant Principal will conduct classroom walk-throughs. We will look at instructional practices and determine if coaching support is needed. After this determination, we will talk with the Reading coach to design a plan to support the teacher. We will also determine the best approach to providing the support.

Person or Persons Responsible

School-based leadership, classroom teachers, and District Specialists for Math and Science

Target Dates or Schedule

Observing instructional practices will be conducted by the Principal, Assistant Principal and Reading Coach through out the school year. We will also provide teachers coaching support from the District Specialist for Math and Science.

Evidence of Completion

The task will be monitored by reviewing coaching logs in reading, science and mathematics.

Facilitator:

Reading coach, Math Specialist, Science specialist and/or math and science lead teachers

Participants:

Classroom teachers

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

Administration will monitor teacher participation in the coaching learning cycle.

Person or Persons Responsible

Administration, reading coach and district specialist in math and science will monitor implementation of the coaching cycle.

Target Dates or Schedule

When the start of the coaching cycle is determined, the leadership team will monitor the implementation. The reading coach will give weekly updates during leadership meetings and possible PLAN meetings.

Evidence of Completion

The reading coach and/or math/science specialist will updates on activities performed during the coaching cycle. Administration will discuss with the specialist and coach to make adjustments or add additional support based on the information given.

Plan to Monitor Effectiveness of G3.B1.S2

Data collected will include coaching logs that will include support given to teachers. Successful implementation will include effective use of strategies in the every classroom and increased student engagement. Poor implementation will include students not actively engaged in the lesson and poor mastery of the benchmarks by the students.

Person or Persons Responsible

The leadership team will collect, chart and prepare data.

Target Dates or Schedule

Data will be collected during the coaching cycles and as needed.

Evidence of Completion

The reading coach's activities are documented in the log and will be collected and reviewed for completion and follow up of the support provided to teachers.

G3.B1.S3 Conduct and participate in instructional rounds to observe other teachers' effective implementation of strategies.

Action Step 1

Teachers and Leadership will participate in Instructional Rounds to observe teachers.

Person or Persons Responsible

Teachers and Leadership Team

Target Dates or Schedule

During PLC sessions.

Evidence of Completion

Agendas, Observation Tools, Debriefing Tools

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

The leadership team will monitor fidelity of implementation by preparing scheduled instructional rounds and debriefing the rounds during weekly leadership meetings.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

The fidelity of the rounds will be monitored during the actual round.

Evidence of Completion

Agenda, observation tools, debriefing tools and meeting notes

Plan to Monitor Effectiveness of G3.B1.S3

Teachers implementing strategies to improve student engagement should be evident during daily instruction. An increase in student achievement and progress will also indicate the effectiveness of strategies taught. If there is poor implementation, additional support will be given to teachers as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing observations

Evidence of Completion

Observation tools, student work, lesson plans

G3.B3 Unclear understanding of the gradual release model.

G3.B3.S1 Reading coach, district specialist and lead teachers will provide ongoing professional development on the gradual release model for all teachers.

Action Step 1

Teachers will be provided professional development and additional support in the gradual release model for Language Arts and Math. The professional development may include but not limited to modeling by the coach and/or district specialist, reviewing videos of teachers using the gradual release model and observing other teachers.

Person or Persons Responsible

The Reading coach, District Math specialist, classroom teachers

Target Dates or Schedule

Teachers were provided training on the gradual release model during the summer at the Teacher Academy. However, all teachers did not attend so at the beginning of the year, PD was provided to all teachers. As administration observe instructional practices, we will determine which teachers are in need of additional support. The Reading Coach and district math specialist can provided the training and/or support to those teachers in need. This practice will be ongoing as needed.

Evidence of Completion

Administration has access to the reading coach's log which includes the support provided to all teachers. Additionally, professional development activities are included on the PD calendar for the year. Evidence of teachers implementing the gradual release model should be evident during classroom observations.

Facilitator:

Reading coach, district Math specialist, lead teachers in Math

Participants:

Classroom teachers (ESE teachers included), administration

Plan to Monitor Fidelity of Implementation of G3.B3.S1

The school based leadership team meets weekly and during this time we discuss plans for the week which includes our areas of focus. Administration and the reading coach will collaborate about next steps in improving teacher effectiveness and increasing student performance.

Person or Persons Responsible

Administration is responsible for monitoring this strategy.

Target Dates or Schedule

Monitoring will occur weekly during classroom observations, PLAN PD sessions and PLCs

Evidence of Completion

Exit tickets will be required for each Professional Development session to check teacher understanding.

Plan to Monitor Effectiveness of G3.B3.S1

Administration will be able to go into each classroom to ensure the gradual release model is implemented with fidelity. Effective implementation results in the teacher following the model as well as doing what is best for students. A teacher may

Person or Persons Responsible

Administration, teachers and reading coach are responsible.

Target Dates or Schedule

Administration will observe the gradual release model in every classroom as we perform focus walks and classroom walk throughs.

Evidence of Completion

Evidence of the gradual release model should be evident in all classrooms during language arts and mcsic instrucionts.

Coordination and Integration

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

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

Supplemental Academic Instruction (SAI) funds will be used for students in subgroups who are not meeting grade level standards. Before and after school tutoring will be offered to students in order to address deficits.

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. All teachers will implement effective teaching instruction aligned to standards, including strategies and accommodations for ESE students.

G1.B1 Curriculum and materials are not fully aligned with students' functionality and level.

G1.B1.S1 Teachers will use the Gradual Release of Responsibility Model in order to scaffold learning in each subject area.

PD Opportunity 1

Teachers will utilize I Do, We Do, They Do, and You Do in order to scaffolding instruction.

Facilitator

Jessica Woods, Math Lead Teacher Pilar Barreto, Reading Coach

Participants

All classroom and ESE teachers

Target Dates or Schedule

Daily in language arts, math, and science

Evidence of Completion

Classroom walk-throughs to determine implementation of the gradual release model.

G1.B1.S2 Teachers will implement center activities in language arts, math, and science in order to address varying ability levels within the classroom.

PD Opportunity 1

Teachers will be trained on how to conduct centers, provided with materials and technology to implement centers, and analyze data to determine participants at each center.

Facilitator

Jennifer Collins, Principal Pilar Barreto, Reading Coach Jessica Woods and Jill Snodgrass, Math Lead Teachers

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Center activities are implemented in all classrooms.

G1.B1.S5 Teachers will collaborate with school based coach as well as district specialists in reading, math, and science in order to analyze data and plan lessons based on the needs of the students in each subgroup.

PD Opportunity 1

Teachers will meet in Professional Learning Communities, common planning sessions and PLAN sessions in order to collaborate and design lessons that meet students' needs.

Facilitator

Pilar Barreto, Reading Coach Jennifer Collins, Principal Jessica Woods and Jill Snodgrass, Math Lead Teachers Tracee Odoms, Science Lead Teacher

Participants

All teachers

Target Dates or Schedule

Monthly PLC meetings, weekly collaborative planning sessions, PLAN meetings every six weeks

Evidence of Completion

Agendas, minutes, coaching logs, charts

G1.B6 Lack of training and professional development to effectively implement curriculum

G1.B6.S1 Teachers will participate in instructional rounds to observe the successful implementation of new strategies and curriculum.

PD Opportunity 1

Teachers will observe other classrooms in the school to observe best practices and effective teaching strategies.

Facilitator

Jennifer Collins, Principal

Participants

Pilar Barreto, Reading Coach

Target Dates or Schedule

During PLAN sessions

Evidence of Completion

Debriefing forms, Observation forms

G1.B6.S3 Teachers will utilize data from district and school based assessments to differentiate instruction for students in all subgroups.

PD Opportunity 1

Teachers will utilize Inform/Insight to look at assessment results and design instruction for students.

Facilitator

Jennifer Collins, Principal Joel Rush, School Technology Coordinator

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data profile sheets, Inform data sheets, lesson plans, small group notes

G1.B6.S5 Teachers will participate in Professional Learning Communities to read professional literature, study best practices, and share ideas with each other.

PD Opportunity 1

Teachers will meet with their colleagues in order to grow professionally and improve instruction.

Facilitator

Pilar Barreto, Reading Coach Jessica Woods and Jill Snodgrass, Math Lead Teachers Tracee Odoms, Science Lead Teachers

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC agendas, minutes

G1.B10 Lack of time to effectively implement new district initiatives

G1.B10.S2 Teachers will utilize technology to provide enrichment and/or remediation time for students.

PD Opportunity 1

Technology will be utilized in centers in order to provide enrichment and/or remediation for students.

Facilitator

Joel Rush, School Technology Coordinator Jennifer Collins, Principal Nikesha White, Assistant Principal

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observations, lesson plans, reports generated from computer programs

G1.B10.S4 Teachers will integrate literacy into science and social studies.

PD Opportunity 1

Reading and writing will be implemented into science and social studies through literature, nonfiction text, and interactive journals

Facilitator

Pilar Barreto, Reading Coach

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, observations, interactive journals

G2. Teachers will collaborate, plan and implement intervention and enrichment activities that will address the strengths and weaknesses of students in each subgroup (White, Black, Asian, SWD, Hispanic, and ED).

G2.B1 1. Not enough knowledge of resources that would provide teachers with instructional tools, strategies, and management systems ideas

G2.B1.S1 Teachers will collaborate during common planning time to research instructional tools/ strategies in order to plan and implement differentiated activities.

PD Opportunity 1

During common planning time teachers will research in professional books and websites strategies and management systems for differentiating instruction and activities.

Facilitator

Teacher, Reading Coach, Math & Science Lead Teachers

Participants

Teachers

Target Dates or Schedule

The plan will begin in October during common planning sessions and will be ongoing throughout the school year

Evidence of Completion

Lesson plans, Student work, teacher notes, and agendas will be used to monitor task completion.

G2.B8 8.Difficulty with student off- task behavior

G2.B8.S1 Participate in instructional rounds to observe effective management and engagement techniques used in centers activities.

PD Opportunity 1

Instructional rounds will be conducted where teachers will visit classrooms that display effective management of activities during activities (center rotations).

Facilitator

The Administration, Reading Coach, Math Lead Teachers, and Science Lead Teacher

Participants

Teachers, Administration, Reading Coach, Math Lead Teachers, and Science Lead Teacher

Target Dates or Schedule

During Wednesday Planning Day sessions conducted every week this step will be implemented.

Evidence of Completion

Agendas, observation tools and debrief forms along with discussion sessions will be evidence on how we will monitor task completion.

G2.B8.S2 Provide Professional Development that will build knowledge of effective management and engagement strategies to be used during center rotation activities.

PD Opportunity 1

PD will be provided to all teachers during PLC and Planning Wednesdays,

Facilitator

Reading Coach, Math & Science Lead teachers

Participants

Teachers

Target Dates or Schedule

PLC and Planning Wednesdays sessions to continue until goal is achieved.

Evidence of Completion

Agendas and Exit tickets

G2.B9 9. A need for frequent and consistent analysis of student data to determine student strengths and weaknesses

G2.B9.S1 Plan and deliver data analysis sessions on a regular and frequent basis

PD Opportunity 1

Set up data chat sessions to determine student progress. Chats will be conducted promptly after district assessments, and classroom assessments.

Facilitator

Principal, Assistant Principal, Reading Coach. Math & Science Lead Teachers

Participants

Teachers, administration

Target Dates or Schedule

This step will be ongoing.

Evidence of Completion

Agendas, Data Chat forms will be collected.

G2.B9.S2 Follow a common and consistent problem solving protocol.

PD Opportunity 1

Data Chats and all data analysis will follow an identified problem-solving protocol.

Facilitator

Reading Coach and Math & Science Lead Teachers.

Participants

Teachers

Target Dates or Schedule

Implementation of the step will be ongoing.

Evidence of Completion

Data analysis form from each teacher will be evidence.

G3. All teachers will utilize strategies that will result in active, intellectual student engagement for all students in all subgroups.

G3.B1 Lack of teacher knowledge of multiple strategies to increase student engagement

G3.B1.S1 Plan and deliver PD in instructional strategies that will increase student engagement.

PD Opportunity 1

Professional development on instructional strategies that will increase student engagement in all classrooms

Facilitator

School-based leadership , school coach, and teacher-leaders

Participants

Classroom teachers

Target Dates or Schedule

To deliver PD during PLCs weekly (Thursday) , Planning sessions (Wednesday), collaborative planning sessions (weekly), early dismissal (biweekly)

Evidence of Completion

Agendas, teacher exit tickets,

G3.B1.S2 Provide coaching support to implement strategies through the coaching cycle.

PD Opportunity 1

The Principal and Assistant Principal will conduct classroom walk-throughs. We will look at instructional practices and determine if coaching support is needed. After this determination, we will talk with the Reading coach to design a plan to support the teacher. We will also determine the best approach to providing the support.

Facilitator

Reading coach, Math Specialist, Science specialist and/or math and science lead teachers

Participants

Classroom teachers

Target Dates or Schedule

Observing instructional practices will be conducted by the Principal, Assistant Principal and Reading Coach through out the school year. We will also provide teachers coaching support from the District Specialist for Math and Science.

Evidence of Completion

The task will be monitored by reviewing coaching logs in reading, science and mathematics.

G3.B3 Unclear understanding of the gradual release model.

G3.B3.S1 Reading coach, district specialist and lead teachers will provide ongoing professional development on the gradual release model for all teachers.

PD Opportunity 1

Teachers will be provided professional development and additional support in the gradual release model for Language Arts and Math. The professional development may include but not limited to modeling by the coach and/or district specialist, reviewing videos of teachers using the gradual release model and observing other teachers.

Facilitator

Reading coach, district Math specialist, lead teachers in Math

Participants

Classroom teachers (ESE teachers included), administration

Target Dates or Schedule

Teachers were provided training on the gradual release model during the summer at the Teacher Academy. However, all teachers did not attend so at the beginning of the year, PD was provided to all teachers. As administration observe instructional practices, we will determine which teachers are in need of additional support. The Reading Coach and district math specialist can provided the training and/or support to those teachers in need. This practice will be ongoing as needed.

Evidence of Completion

Administration has access to the reading coach's log which includes the support provided to all teachers. Additionally, professional development activities are included on the PD calendar for the year. Evidence of teachers implementing the gradual release model should be evident during classroom observations.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will implement effective teaching instruction aligned to standards, including strategies and accommodations for ESE students.	\$400
Total		\$400

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
Instructional Supplies	\$400	\$400
Total	\$400	\$400

Budget Details

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

G1. All teachers will implement effective teaching instruction aligned to standards, including strategies and accommodations for ESE students.

G1.B1 Curriculum and materials are not fully aligned with students' functionality and level.

G1.B1.S2 Teachers will implement center activities in language arts, math, and science in order to address varying ability levels within the classroom.

Action Step 1

Teachers will be trained on how to conduct centers, provided with materials and technology to implement centers, and analyze data to determine participants at each center.

Resource Type

Evidence-Based Materials

Resource

Center materials that include listening center CDs (for novels), novels, small group texts

Funding Source

Instructional Supplies

Amount Needed

\$400