



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mamie Agnes Jones Elementary School

700 ORANGE AVE

Baldwin, FL 32234

904-266-1214

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 68%
Alternative/ESE Center No	Charter School No	Minority Rate 24%

School Grades History

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

Mamie Agnes Jones Elementary School

Principal

Angela Long

School Advisory Council chair

Lloyd Gray

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

Name	Title
Patricia Montgomery	School Counselor
Rhonda Jones	Assistant Principal
Jill Bunker	Reading Coach
Renee Williams	Math Coach

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

- Angela Long Principal
- Lloyd Gray SAC Chairperson/Parent
- Jill Bunker Educational Support
- Amanda Pickett Parent
- Verna Hunt Community Member
- Bill Sweers Teacher
- Monet Brown Parent

Involvement of the SAC in the development of the SIP

SAC reviewed the 2012-13 Mamie Agnes Jones Elementary FCAT 2.0 data presented by Angela L. Long, Principal. Discusses current goals for 2014 allowing the SAC committee the opportunity to question or provide input towards the 2014 goals.

Activities of the SAC for the upcoming school year

The are monthly meetings planned through out the year. They will be involved in school wide literacy and math activities. SAC members may visit classrooms in order to observe instructional practices. The Mid-year stakeholders report will be presented at SAC by SIP Team leads.

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

Sponsor Math Night - Take Home Games \$200
Sponsor Reading Celebration \$400
Purchase 8 Walkie Talkies for School Safety Initiative - 1800

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Angela Long

Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

Florida Certification:
 Masters Degree in Educational Leadership (all levels)
 School Principal (All Levels)
 Pre-K/Grade 3
 District Certification:
 Collaborative Assessment System for Teachers (CAST) Evaluator
 FPMS observer
 Assistant Principal Academy
 Aspiring Leaders Academy

Performance Record

Angela Long came to Mamie Agnes Jones in July of 2010. Mamie Agnes Elementary earned an A rating for the 2009-2010 school year. During the 2010- 2011, the school grade dropped to 524, and we received a B. Faculty and staff worked diligently to increase student learning gains and earned an A rating for the 2011-2012 school year. In 2012-2013, MAJ Elementary earned an overall school grade: B with Reading Mastery at 49%, Reading Gains at 54%, and BQ Reading Gains at 56%, Math Mastery at 46%, Math Gains at 59%, and BQ Math Gains at 58%, 4th Grade Writing Mastery at 73%, and 5th Grade Science Mastery at 56%. Prior to her principalship, she served as an Assistant Principal for 2 years at Enterprise Learning Academy. Mrs. Long has a Masters Degree in Educational Leadership. She has 13 years in the field of education; 5 years in Special Education and 5 in General Education. During her time at Enterprise, Mrs. Long worked closely with the School Instructional Coach to create professional development trainings to assist teachers based on their individual needs and the needs of Enterprise Learning Academy. In April of 2008, Mrs. Long completed the Leadership Development Program offered by Duval County. In 2009 Mrs. Long completed the Assistant Principal went on to gain her Principal Level II certification in 2010. Mrs. Long served as an Assistant Principal mentor in 2009-2010. She also served as a mentor for beginning teachers, interns, and pre-interns from 2006-2008. In her years of service, Enterprise's school grade went up from 2006-2007=C, 2007-2008 B and maintained in 2008-2009 B, and in 2009- 2010 B. At Mamie Agnes Jones from 11/2001 to 12/2003. Mamie Agnes went from a B in 2001-2002 and 2002-2003 to an A in 2003-2004. She worked at Whitehouse Elementary from February 2003 to June 2005. Mrs. Long helped them maintain their A status.

Rhonda Jones

Asst Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

M. Ed. School Counselor Education, University of North Florida
 BS Psychology, Bethune-Cookman University
 Florida Certification:
 School Principal (All Levels)
 Education Leadership (All Levels)
 School Counselor (K-12)
 Elementary Education (1-6)
 District Certification:
 Collaborative Assessment System for Teachers (CAST) Evaluator
 Assistant Principal Academy
 Aspiring Leaders Academy

Performance Record

Performance Record 2012-2013: Jefferson Davis Middle,
 Assistant Principal- Overall school grade: C Reading Mastery:
 54% Math Mastery: 47% Writing Mastery: 53% (level 3.5 or
 higher) Science Mastery: 34%
 2011-2012: Jefferson Davis Middle , Assistant Principal -Overall
 school grade: C Reading Mastery: 57% Math Mastery: 52%
 Writing Mastery: 90% Science Mastery: 43%
 2010-2011: Jefferson Davis Middle, Assistant Principal- Overall
 school grade: C Reading Mastery: 57% Math Mastery: 51%
 Writing Mastery: 93% Science Mastery: 36%

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jill Bunker		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	<p>Certifications: Middle Integrated Grades 5 - 9, Elementary Educations Grade K - 6, Business Education Grades 6 - 12 National Board Certified: Early Childhood Literacy 2008 Endorsements: ESOL, Gifted, Reading Degrees: Rollins College Bachelors of Science in Business Administration Currently enrolled at Western Governors University for Educational Leadership, Expected graduation July 2014</p>	
Performance Record	<p>2011 - 2012 school year 67% of reading student realized one or more years growth in reading performance based on FCAT scores. 2012 - 2013 16 of 28 level one student made at least one years growth in reading with three of these reaching an FCAT level three score. Overall gains of my students with level ones and twos this year was 45 % of intensive reading student made at least a years gains. Level two students were seen every other day, level one students were seen 90 minutes daily.</p>	

Renee Williams		
Full-time / School-based	Years as Coach: 3	Years at Current School: 1
Areas	Mathematics, Data, RtI/MTSS, Other	
Credentials	<p>Bachelors in Elementary Education, Nova Southeastern University</p> <p>Masters in Educational Leadership, University of North Florida</p> <p>Certifications: Elementary Education (Grades 1-6), Educational Leadership</p> <p>Endorsements: English for Speakers of Other Languages</p> <p>Mathematics Coach Academy</p>	
Performance Record	<p>Renee' Williams arrived to Mamie Agnes Jones Elementary in August of 2013 from George Washington Carver Elementary. In 2011-2012, during Ms. Williams' last full year in the classroom as a 5th grade teacher, the school grade raised from D to B. The students taught by Ms. Williams demonstrated Mathematics Gains at 96%, and Mathematics BQ at 80%.</p> <p>From 2008-2010, as a Mathematics Coach at Martin Luther King, Jr. Elementary, the school grade raised from B to A with Mathematics Proficiency increasing from 56% to 71%, Mathematics Gains increasing from 72% to 76%, and Mathematics BQ from 75% to 84%.</p> <p>In 2006-2007, as an Assistant Principal at Martin Luther King, Jr. Elementary, Ms. Williams was responsible for Mathematics instruction, resulting in 46% Mathematics Proficiency, 84% Mathematics Gains, and 92% Mathematics BQ Gains.</p>	

Classroom Teachers

of classroom teachers

41

receiving effective rating or higher

24, 59%

Highly Qualified Teachers

90%

certified in-field

36, 88%

ESOL endorsed

18, 44%

reading endorsed

3, 7%

with advanced degrees

14, 34%

National Board Certified

5, 12%

first-year teachers

4, 10%

with 1-5 years of experience

5, 12%

with 6-14 years of experience

12, 29%

with 15 or more years of experience

20, 49%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

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

1. Accepting resumes through the year even when fully staffed to create a pool of viable candidates.
2. Regular meetings of novice teachers with Principal and/or Professional Development Facilitator to communicate expectations and to proactively address building concerns.
3. Assign mentor teachers to novice/ new to the district teachers.
4. Soliciting referrals from district staff and administrative colleagues
5. Collaborative interviewing and selecting process

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

Mentee: Holly Franco

Mentor Name: Renee Williams

Rationale for Pairing: Ms. Williams has 15 years of teaching experience and a total of 20 years in education. 96% adequate gains in her last full year of teaching. High mastery and gain percentages as a teacher, coach, and Vice-Principal. Taught at Kings Trail, Garden City, and Long Branch Elementary.

Mentee: Kaley Miller

Mentor Name: Vicki Wall

Rationale for Pairing: Mrs. Wall has 22 years of teaching experience, she is a former Literacy and Standards

Coach for America's Choice and is CET trained. FAIR data moved her inclusion class from 25% mastery at AP1 to 77% mastery on AP3.

Mentee: Mylinda Triplett

Mentor Name: Jill Bunker

Rationale for Pairing: Mrs. Bunker has 12 years of teaching experience. She successfully moved 67-70% of the middle school students assigned to her intensive reading class. Made positive gains 3 out of the last 4 years. First year as Literacy Coach at Mamie Agnes Jones Elementary.

Mentee: Brooke Pafford

Mentor Name: Jean Hall

Rationale for Pairing: Mrs. Hall has 32 years of teaching experience. On the 2012-2013 FCAT she had 78% of her 4th grade reading students make learning gains.

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

MTSS Leadership Team members identify and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

MTSS Leadership Team will focus monthly meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The Rti Leadership Team should focus meetings around the following academic and behavioral questions:

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

The team engages in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the MTSS Leadership Team, other building instructional teams (such as professional learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies

- Implementing and overseeing progress monitoring
 - Analyzing progress monitoring data and determining next steps
- Tier 1 - 80% of students master content with differentiated instruction
Tier 2- 10-15% of students (groups of 5-7) require targeted instruction to increase their academic growth
Tier 3- 5-10% of students (groups 1-3) require additional support to make adequate gains
- For the most intensive interventions at Tier 3 in the 2012-2013 school year, the new Rtl structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students.

The Principal and SIP Development Team leads the faculty in a review CGA's, FCAT, Iowa, FLKRS, i-ready, and DAR data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Principal and SIP Development Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. SIP Leadership Teams regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used Rtl to inform instruction and made mid-course adjustments as data are analyzed.

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

Long/Jones- Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing Rtl; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support Rtl implementation; and communicates with parents regarding school-based Rtl plans and activities.

Hightower/Montgomery - Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link 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, and parents and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

Grade Level representatives: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

ESE – Kinney/Franco: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

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

Baseline Data: Curriculum Guide Assessments (CGA), Teacher made test in Pearson Inform/Limelight, KG - Progress Monitoring and Reporting Network (PMRN), IOWA, DAR, i-Ready, Success Maker, prior Florida Comprehensive Assessment Test scores (FCAT) for 4/5th graders

Midyear: CGA 1-3, progress in reaching grade level based on i-Ready and Success Maker baseline data.

End of year: CGA Summative, FCAT, KG - AP3 PMRN,

Frequency of data review: Once a month for data analysis through Professional Learning Communities.

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

1. School Leadership Team reports school baseline and progress to SAC with the Mid-year stakeholders report.
2. School Counselor provides training from the Florida Department of Education three times a year for staff.
3. Monthly meetings allow MTSS team members to take various strategies back to their grade level teams for future use with struggling students.
4. PLC data discussion and peer action plan review by grade level and through vertical extensions.

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

The MTSS Leadership Team acts as liaison for the implementation of Rtl at each grade level; receives ongoing Rtl training and delivers information to school based groups; the team provides direct intervention services to help individual teachers assist identified groups or individual students while tracking student progress; guides school in using data to make decisions about interventions and strategies that support Rtl.

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: 5,000

Instruction in core academic subjects, enrichment activities during PLC days provided by MAJ resource teachers and daily Rtl that contribute to a well-rounded education. Many teachers provide before and after school tutoring in core academic subjects to reinforce content and clarify misunderstandings. The tutoring is offered as a Tier 2 initiative for non ESE students.

Strategy Purpose(s)

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

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

Students sign in to each tutoring session. Teachers administer a pre and post assessments. They design next step lesson to address individual student weakness by analyzing current classroom data. Teachers also utilize technology to extend learning both at school and at home.

Who is responsible for monitoring implementation of this strategy?

Teacher Leaders and Administration

Literacy Leadership Team (LLT)

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

Name	Title
Angela Long	Principal
Rhonda Jones	Assistant Principal
Jill Bunker	Literacy Coach
Teresa Bright	Media Specialist
Rosetta Hamm	3-5 Grade Representative
Vicki Wall	K-2 Representative

How the school-based LLT functions

The principal/designee will make sure that all stakeholders are represented on the Literacy Leadership Team.

The principal/designee will schedule monthly meetings to address literacy concerns by identifying needs and problem-solving to improve literacy instruction and student achievement.

The principal/designee will monitor the implementation of the district curriculum and share data from classroom observations to help the leadership team identify next steps for teacher professional development. The principal/designee will lead the decision-making process to identify areas of need in reading and help to identify resources to meet those needs.

The principal/designee and the Literacy Leadership Team will analyze student data, develop the school's action plan to address students' instructional needs, develop the school-wide reading professional development plan, write the reading section of the school improvement plan, plan school-wide literacy events and schedule time for all teachers to visit the reading model classrooms.

The Literacy Coach and Lead teachers will model lessons, plan with colleagues and provide professional development to support teachers.

Major initiatives of the LLT

1. Coaching/modeling for teachers who have less than 3 years on that grade level or in that content area.
2. Data analysis by benchmarks to purposely form instructional groups for classroom differentiation .
3. Explicit vocabulary instruction professional development.

Every Teacher Contributes to Reading Instruction

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

Reading:

- daily teacher reads aloud in classroom
- classroom word walls and hallway word walks

Writing:

- we use authentic literature for students to examine for the use of writing strategies
- we read literature to students that exemplify the strategy being taught
- we teach literary vocabulary (vivid verbs, descriptive words, transition words, etc.)
- we teach story structure
- conventions
- grammar

Science:

- informational text
- vocabulary
- comprehension

- main idea and details

Math:

- reading word problems
- underlining questions for clarity
- circling numbers and replacing number words with numerals
- vocabulary

Art:

- observing art, analyzing it, and making oral and written judgements
- use literature to support art (ex. a book about patterns)
- vocabulary

Music:

- vocabulary
- reading words to the songs
- analyzing words in songs
- central message of the song
- fluency

PE:

- following directions
- eye hand coordination

Home Learning:

- sending books home for students who have no books at home
- participation in Book-It: Teacher charting 25 books
- responses to literature (oral or written)

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

Current VPK students are expected to make 50% gains on the Oral Language/ Vocabulary, Mathematics, Phonological Awareness, and Print Knowledge categories of the VPK assessment. Students follow daily rituals and routines (how to enter the classroom, line-up, walk down the hallway, sit correctly on the carpet, handle materials, work and rotate through centers, etc.)

Academic expectations are rigorous. Instruction is given from the Little Treasures curriculum in Phonological Awareness, Print Awareness, Alphabet Recognition, Oral Language, Math, Science (Mon, Wed, and Fri), and Social Studies (Tues, and Thursday everyday. Students also participate in Writer's Workshop.

Students are exposed to and work with many types of technology. They work on the Imagine Learning software for 15 minutes each day. They also use educational apps on the i-Pads, as well as the interactive whiteboard several times a week with teacher guidance.

In small groups of 2 or 3, students rotate through four of a possible eight centers each day. Each center focuses on a lesson objective and meets a Florida Early Learning and Developmental Standard for four-year-old students. The small groups are data-driven, and based upon student ability and needs. Last week of school, have VPK students participate in Kindergarten classrooms for the reading and math lessons.

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	46%	No	67%
American Indian				
Asian				
Black/African American	44%	45%	Yes	50%
Hispanic				
White	68%	52%	No	72%
English language learners				
Students with disabilities	58%	36%	No	62%
Economically disadvantaged	60%	29%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	27%	30%
Students scoring at or above Achievement Level 4	43	23%	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>		0%
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)	80	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	22	61%	64%

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)	[data excluded for privacy reasons]		53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		28%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	42	73%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

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	58%	43%	No	62%
American Indian				
Asian				
Black/African American	35%	45%	Yes	42%
Hispanic				
White	62%	45%	No	66%
English language learners				
Students with disabilities	49%	32%	No	54%
Economically disadvantaged	57%	32%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	25%	28%
Students scoring at or above Achievement Level 4	37	20%	23%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	83	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	22	69%	72%

Middle School Acceleration

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

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	56%	59%
Students scoring at or above Achievement Level 4	16	25%	28%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		0
Participation in STEM-related experiences provided for students	0	0%	0%

Area 6: Career and Technical Education (CTE)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	82	20%	17%
Students retained, pursuant to s. 1008.25, F.S.	16	4%	3%
Students who are not proficient in reading by third grade	9	2%	1%
Students who receive two or more behavior referrals	4	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Middle School Indicators

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

Area 9: Parent Involvement

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

Parental involvement targets for the school

Parents are encouraged through PT0, SAC, phone messaging, newsletter/website and personal contacts to become involved with their children in school. Monthly SAC meetings provide updates on District and school academic issues. PTO activities and parent nights provide specific information, entertainment, as well as a social setting for parents to become better informed and more involved with their child(ren)'s education. This year we plan to host a Harvest Festival, a Math Night, a Literacy Night, and a Science Night. We plan to have a quarterly PTO meeting tied to one of these events in order to increase parental attendance and awareness. We are also hosting a Parent Academy session focused on Common Core.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teachers and administration will utilize newsletters, MAJ website, email and School Messenger as a way to invite parents to participate in school events during the 2013-2014 school year so that 50% (193) parents will have signed participation logs by June 2014.	71	37%	50%

Area 10: Additional Targets

Additional targets for the school

Attendance Goal(s) - Increase the average daily attendance rate from 93% to 94% and decrease the average tardy rate from 3% to 2%.

Safety Goal(s) - Increased communication in emergency situations. No hallway speakers in building #2 and no outside speakers. Purchase walkie-talkies so each classroom is assigned one. Teachers will be required to take walkie-talkie with them when they leave classroom for any reason.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance	376	93%	94%
Decrease Tardy Rate	10	3%	2%
Increase school wide communication	17	49%	71%

Goals Summary

- G1.** Increase the percentage of proficiency (level 3 or above) on the 2014 FCAT 2.0 by 3% in each grade 3-5.
- G2.** Implement speaking and listening across the curriculum according to Common Core standards K-5.
- G3.** Increase the use of differentiation and progress monitoring in all classes.
- G4.** Increase explicit vocabulary instruction to develop academic vocabulary in all classes.

Goals Detail

G1. Increase the percentage of proficiency (level 3 or above) on the 2014 FCAT 2.0 by 3% in each grade 3-5.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Implement with fidelity the DCPS approved curriculum and learning models (I do, we do, you do and gradual release) K-5.

Targeted Barriers to Achieving the Goal

- Limited teacher knowledge of DCPS curriculum guides, resources, and learning models.
- Limited Time for Teacher collaboration

Plan to Monitor Progress Toward the Goal

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades K-5.

Person or Persons Responsible

Administrators: Long and Jones

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Lesson plan and data reflections, Student Academic growth on CGA's, FAIR (KG), IOWA, DAR, Reflex and FCAT 2.0

G2. Implement speaking and listening across the curriculum according to Common Core standards K-5.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement

Resources Available to Support the Goal

- Common Core Standards as explained in PATHWAYS TO THE COMMON CORE by Lucy Calkins that focuses on the speaking and listening standards K-5.

Targeted Barriers to Achieving the Goal

- Unpacking and understanding the Common Core standards for speaking and listening.
- Lack of student articulation experiences in core subject areas (Science/ Math).

Plan to Monitor Progress Toward the Goal

Voluntary Book Study: PATHWAYS TO THE COMMON CORE by Lucy Calkins that focuses on speaking and listening standards K-5.

Person or Persons Responsible

Administrators: Long and Jones

Target Dates or Schedule:

Ongoing throughout the 2013-2014 school year.

Evidence of Completion:

Select teacher lesson plans, CAST observations, student participation in speaking and listening tasks.

G3. Increase the use of differentiation and progress monitoring in all classes.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Quarterly data chats and team collaboration (grade level, SIP committees, and vertical teams)
- Differentiation Professional Development on early dismissals
- Computer based resources: i-ready, Reflex, Gizmo, Success Maker, FCAT Explorer, and Houghton Mifflin online curriculum resources

Targeted Barriers to Achieving the Goal

- Limited number of computers in classroom (4). One computer lab with 24 desktop computers. No mobile carts
- Time for teacher collaboration

Plan to Monitor Progress Toward the Goal

Petition the district for a mobile cart to provide more classroom based computer access.

Person or Persons Responsible

Administrators: Long and Jones

Target Dates or Schedule:

December 2013

Evidence of Completion:

Mobile computer cart at Mamie Agnes Jones Elementary

G4. Increase explicit vocabulary instruction to develop academic vocabulary in all classes.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- On site Professional Development during early dismissals and PLC's, Grade Level, and Vertical collaboration
- Word of the week on daily news(utilize definition, illustration, sentence, synonym/antonym), Sunshine State Young Readers Program(3-5), and a end of year vocabulary parade
- Computer based support: Capstone library, Gizmos, and Success Maker

Targeted Barriers to Achieving the Goal

- Time for collaboration
- One computer lab with 24 desktop computers. No mobile carts

Plan to Monitor Progress Toward the Goal

Increase explicit vocabulary instruction to develop academic vocabulary in all classes.

Person or Persons Responsible

MAJ Teachers, Coaches: Bunker and Williams, School Counselor: Montgomery, Administrators: Long and Jones

Target Dates or Schedule:

On going throughout the 2013-2014 school year

Evidence of Completion:

Teacher lesson plans, CAST observations, weekly news broadcasts, progress monitoring of student growth through CGA's, teacher made quizzes, interactive journal responses include academic vocabulary

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percentage of proficiency (level 3 or above) on the 2014 FCAT 2.0 by 3% in each grade 3-5.

G1.B1 Limited teacher knowledge of DCPS curriculum guides, resources, and learning models.

G1.B1.S1 Review, Discuss, and Unpack the expected grade level benchmark/standards by nine weeks in grades K-5.

Action Step 1

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

Person or Persons Responsible

MAJ Teachers, Coaches: Bunker and Williams, School Counselor, and Administrators: Long and Jones

Target Dates or Schedule

Quarterly Curriculum Chats and ongoing implementation throughout the 2013-2014 school year.

Evidence of Completion

Grade level minutes and data reflections, Student Academic growth on CGA's, FAIR (KG), IOWA, DAR, Reflex and FCAT 2.0

Facilitator:

Various

Participants:

All MAJ Faculty and Support Staff

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

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

Person or Persons Responsible

MAJ Teachers, Coaches: Bunker and Williams, School Counselor, and Administrators: Long and Jones

Target Dates or Schedule

Quarterly Curriculum Chats and ongoing implementation throughout the 2013-2014 school year.

Evidence of Completion

Grade level minutes and data reflections, Student Academic growth on CGA's, FAIR (KG), IOWA, DAR, Reflex and FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

Person or Persons Responsible

MAJ Teachers, Coaches: Bunker and Williams, School Counselor, and Administrators: Long and Jones

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Grade level minutes and data reflections, Student Academic growth on CGA's, FAIR (KG), IOWA, DAR, Reflex and FCAT 2.0

G1.B1.S2 Model gradual release expectations (I do, we do, you do).

Action Step 1

Demonstrate expected learning models (I do, we do, you do and gradual release).

Person or Persons Responsible

MAJ Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Model classrooms with lead teachers, CAST observations, teacher lesson plans, request for coaches to model, and/or to observe effective models at other schools.

Facilitator:

MAJ Coaches and various District Coaches

Participants:

MAJ Faculty and Staff

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

Demonstrate expected learning models (I do, we do, you do and gradual release).

Person or Persons Responsible

MAJ Teachers, Coaches: Bunker and Williams, Administrators: Long and Jones

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

CAST observations and teacher lesson plans

Plan to Monitor Effectiveness of G1.B1.S2

Demonstrate expected learning models (I do, we do, you do and gradual release).

Person or Persons Responsible

Administrators: Long and Jones

Target Dates or Schedule

Ongoing through the 2013-2014 school year.

Evidence of Completion

CAST observations and teacher lesson plans

G1.B1.S3 Analyzing student writing from beginning, middle and end of year samples K-5 using grade level rubrics.

Action Step 1

Analyzing student writing from beginning, middle, and end of year samples K-5 using grade level rubrics.

Person or Persons Responsible

K-5 writing teachers

Target Dates or Schedule

Early release, Vertical SIP teams Samples: September, January, May

Evidence of Completion

Student writing samples from September, January and May. Proficiency progression chart

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

Analyzing student writing from beginning, middle, and end of year samples K-5 using grade level rubrics.

Person or Persons Responsible

Grade Level Representative

Target Dates or Schedule

Within two weeks of the school wide writing prompt

Evidence of Completion

Student work samples, progression chart by grade level posted in data room.

Plan to Monitor Effectiveness of G1.B1.S3

Analyzing student writing from beginning, middle, and end of year samples K-5 using grade level rubrics.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Within two weeks of the school wide writing prompt

Evidence of Completion

Progression charts in data room

G1.B2 Limited Time for Teacher collaboration

G1.B2.S1 Implement grade level and vertical PLCs to analyze student data and to make informed decisions about next steps to address learning needs of class, small groups, and individual students.

Action Step 1

Implement grade level and vertical PLCs to analyze student data and to make informed decisions about next steps to address learning needs of class, small groups, and individual students.

Person or Persons Responsible

All MAJ faculty and staff

Target Dates or Schedule

Monthly

Evidence of Completion

PLC meeting minutes, teacher data trends with action plan to address student needs

Facilitator:

Administrator: Long

Participants:

All MAJ faculty and staff

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Implement grade level and vertical PLCs to analyze student data and to make informed decisions about next steps to address learning needs of class, small groups, and individual students.

Person or Persons Responsible

All MAJ faculty and staff

Target Dates or Schedule

Monthly

Evidence of Completion

PLC Meeting minutes, teacher data trends and action plans

Plan to Monitor Effectiveness of G1.B2.S1

Implement grade level and vertical PLCs to analyze student data and to make informed decisions about next steps to address learning needs of class, small groups, and individual students.

Person or Persons Responsible

Coaches: Bunker and Williams, Administrators: Long and Jones

Target Dates or Schedule

Monthly

Evidence of Completion

Student data trends and performance on CGAs or teacher made performance task assessments.

G2. Implement speaking and listening across the curriculum according to Common Core standards K-5.

G2.B1 Unpacking and understanding the Common Core standards for speaking and listening.

G2.B1.S1 Host a voluntary book study: PATHWAYS TO THE COMMON CORE by Lucy Calkins. Focus: Speaking and Listening standards K-5.

Action Step 1

Voluntary Book Study: PATHWAYS TO THE COMMON CORE by Lucy Calkins that focuses on speaking and listening standards K-5.

Person or Persons Responsible

Select MAJ Faculty and Staff

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Select teacher lesson plans, CAST observations, student participation in speaking and listening tasks.

Facilitator:

Coaches: Bunker and Williams and Gannon (KG)

Participants:

MAJ Faculty and Staff

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

Voluntary Book Study: PATHWAYS TO THE COMMON CORE by Lucy Calkins that focuses on speaking and listening standards K-5.

Person or Persons Responsible

MAJ Faculty and Staff

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Select teacher lesson plans, CAST observations, student participation in speaking and listening tasks.

Plan to Monitor Effectiveness of G2.B1.S1

Voluntary Book Study: PATHWAYS TO THE COMMON CORE by Lucy Calkins that focuses on speaking and listening standards K-5.

Person or Persons Responsible

Select MAJ Teachers, Coaches: Bunker and Williams

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Select teacher lesson plans, CAST observations, student participation in speaking and listening tasks.

G2.B2 Lack of student articulation experiences in core subject areas (Science/ Math).

G2.B2.S1 Utilize the statement/reasoning/evidence (SRE) strategy to construct viable argument and to critic the reasoning of others.

Action Step 1

Utilize the statement/reason/evidence (SRE) strategy to construct viable argument and to critic the reasoning of others in both verbal and written responses.

Person or Persons Responsible

Teacher and student modeling of SRE strategies.

Target Dates or Schedule

Daily in core (reading, math, and science) subject areas

Evidence of Completion

Student dialogue, turn and talk, group discussion responses, oral presentations, interactive journals and a discussion rubric.

Facilitator:

Leadership Team

Participants:

All MAJ staff

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

Utilize the statement/reason/evidence (SRE) strategy to construct viable argument and to critic the reasoning of others in both verbal and written responses.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily in core (reading, math, and science) subject areas

Evidence of Completion

Student dialogue, turn and talk, group discussion responses, oral presentations, interactive journal and a discussion rubric.

Plan to Monitor Effectiveness of G2.B2.S1

Utilize the statement/reason/evidence (SRE) strategy to construct viable argument and to critic the reasoning of others in both verbal and written responses.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom discussions, oral presentations, interactive journals and a discussion rubric.

G3. Increase the use of differentiation and progress monitoring in all classes.

G3.B1 Limited number of computers in classroom (4). One computer lab with 24 desktop computers. No mobile carts

G3.B1.S1 Petition the district for a mobile cart to provide more classroom based computer access.

Action Step 1

Petition the district for a mobile computer cart to provide more classroom access.

Person or Persons Responsible

Jill Bunker - STC and Renee Williams - Coach, Administrators: Long and Jones

Target Dates or Schedule

October 2013

Evidence of Completion

STC and Administrator email chains and responses

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

Petition the district for a mobile computer cart to provide more classroom based computer access

Person or Persons Responsible

Administrators: Long and Jones

Target Dates or Schedule

December 2013

Evidence of Completion

Mobile computer cart at MAJ

Plan to Monitor Effectiveness of G3.B1.S1

Petition the district for a mobile computer cart to provide more classroom based computer access.

Person or Persons Responsible

Angela Long

Target Dates or Schedule

December 2013

Evidence of Completion

Mobile computer cart at MAJ

G3.B1.S2 Create Computer Lab schedule

Action Step 1

Develop Computer Lab schedule

Person or Persons Responsible

Jill Bunker - STC and Renee Williams

Target Dates or Schedule

End of October 2013

Evidence of Completion

Schedule posted on computer lab door

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

Computer Lab Schedule

Person or Persons Responsible

MAJ Teachers, Coaches: Bunker and Williams, Administrators: Long and Jones

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

MAJ teacher are showing up to the lab for their appointed times and students academic progress shows growth.

Plan to Monitor Effectiveness of G3.B1.S2

Computer Lab Schedule

Person or Persons Responsible

MAJ teachers, Coaches Bunker and Williams, Administrators - Long and Jones

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Teachers tracking student usage and assigning differentiated task. Student overall academic progress on progress reports, CGAs/teacher made tests, and report cards.

G3.B2 Time for teacher collaboration

G3.B2.S1 PLC meeting on non-early dismissal Wednesdays

Action Step 1

Time for Collaboration

Person or Persons Responsible

MAJ Teachers, Coaches: Bunker and Williams, School Counselor: Montgomery, and Administrators: Long and Jones

Target Dates or Schedule

Ongoing through the 2013-2014 school year.

Evidence of Completion

Student Academic growth on CGA's, FAIR (KG), IOWA, DAR, and FCAT 2.0

Facilitator:

Teacher Leaders, Coaches: Bunker and Williams, Administrators Long and Jones, various District staff

Participants:

MAJ Teachers, School Counselor, and Administrators

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

Time for Collaboration

Person or Persons Responsible

MAJ Teachers, School Counselor - Montgomery, Coaches: Bunker and Williams, Administrators: Long and Jones

Target Dates or Schedule

Ongoing through the 2013-2014 school year.

Evidence of Completion

PLC minutes and data reflections, Student Academic growth on CGA's, FAIR (KG), IOWA, DAR, and FCAT 2.0

Plan to Monitor Effectiveness of G3.B2.S1

Time for Collaboration

Person or Persons Responsible

MAJ Teachers, School Counselor - Montgomery, Coaches: Bunker and Williams, Administrators: Long and Jones

Target Dates or Schedule

Ongoing through the 2013-2014 school year.

Evidence of Completion

PLC minutes and data reflections, Student Academic growth on CGA's, FAIR (KG), IOWA, DAR, and FCAT 2.0

G4. Increase explicit vocabulary instruction to develop academic vocabulary in all classes.

G4.B1 Time for collaboration

G4.B1.S1 PLC meetings on non-early dismissal Wednesdays for 90 minutes by grade level

Action Step 1

Time for Collaboration - Differentiation PLC meeting on non-early dismissal Wednesdays

Person or Persons Responsible

MAJ Teachers, Coaches: Bunker and Williams, School Counselor: Montgomery, and Administrators: Long and Jones

Target Dates or Schedule

Ongoing through the 2013-2014 school year

Evidence of Completion

Student Academic growth on CGA's, FAIR (KG), IOWA, DAR, and FCAT 2.0

Facilitator:

Teacher Leaders, Coaches: Bunker and Williams, Administrators Long and Jones, various District staff

Participants:

MAJ Teachers, School Counselor, and Administrators

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

Time for Collaboration - Differentiation

Person or Persons Responsible

MAJ Teachers, School Counselor - Montgomery, Coaches: Bunker and Williams, Administrators: Long and Jones

Target Dates or Schedule

Ongoing through the 2013-2014 school year.

Evidence of Completion

PLC minutes and data reflections, Student Academic growth on CGA's, FAIR (KG), IOWA, DAR, and FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S1

Time for Collaboration - Differentiation

Person or Persons Responsible

Coaches: Bunker and Williams, Administrators: Long and Jones

Target Dates or Schedule

Ongoing through the 2013-2014 school year.

Evidence of Completion

PLC minutes and data reflections, Student Academic growth on CGA's, FAIR (KG), IOWA, DAR, and FCAT 2.0

G4.B2 One computer lab with 24 desktop computers. No mobile carts

G4.B2.S1 Petition the district for mobile cart to allow for more classroom computer access

Action Step 1

Petition the district for mobile cart to allow more classroom computer access.

Person or Persons Responsible

Jill Bunker - STC, Angela Long and Rhonda Jones - Administrators

Target Dates or Schedule

December 2013

Evidence of Completion

Email chains and responses

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

Petition the district for a mobile computer cart

Person or Persons Responsible

Angela Long and Rhonda Jones - Administrators

Target Dates or Schedule

December 2013

Evidence of Completion

Mobile computer cart at MAJ

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2.S2 Develop a computer lab schedule

Action Step 1

Develop a computer lab schedule

Person or Persons Responsible

Jill Bunker - STC and Renee Williams

Target Dates or Schedule

End October 2013

Evidence of Completion

Schedule posted to computer lab door

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

Computer lab schedule

Person or Persons Responsible

MAJ Teachers, Coaches Bunker and Williams, Administrators - Long and Jones

Target Dates or Schedule

Ongoing through the 2013-2014 school year

Evidence of Completion

MAJ teacher are showing up to the lab for their appointed times and students academic progress shows growth.

Plan to Monitor Effectiveness of G4.B2.S2

Computer Lab Schedule

Person or Persons Responsible

MAJ teachers, Coaches Bunker and Williams, Administrators - Long and Jones

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Teachers tracking student usage and assigning differentiated task. Student overall academic progress on progress reports, CGAs/teacher made tests, and report cards.

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

As Supplemental Academic Instructional (SAI) funds become available, they will be used to tutor students who are at risk and are not meeting their annual goals.

The students identified for our remediation are fourth/fifth grade students who previously scored a Level 1 or 2 on FCAT last spring or third graders who consistently score below their peers on CGAs who are not ESE. Most of these students fall in the lowest quartile in reading and or mathematics. Many of these same students have performed poorly in writing and science as well. We have gathered the data on who these students are and selected 30 students from across 9 classrooms.

MAJ current plan is a weekly after school tutoring for our low performing students. On Tuesday, students will receive reading remediation and on Thursday, students will receive math remediation. We work on closing the gap between what was taught and the skills students are missing.

One challenge is to focus assignments within the context that are high energy and have real world application. Another challenge is in using the data we have on each qualifying child to meet his/her needs within the hour time constrain of the tutoring program.

Tutoring teachers (3 Reading/Writing and 3 Math/Science) will have a proven record of increased student achievement. If SAI funds are available this program would begin January, 2014 and run through March, 2014.

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. Increase the percentage of proficiency (level 3 or above) on the 2014 FCAT 2.0 by 3% in each grade 3-5.

G1.B1 Limited teacher knowledge of DCPS curriculum guides, resources, and learning models.

G1.B1.S1 Review, Discuss, and Unpack the expected grade level benchmark/standards by nine weeks in grades K-5.

PD Opportunity 1

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

Facilitator

Various

Participants

All MAJ Faculty and Support Staff

Target Dates or Schedule

Quarterly Curriculum Chats and ongoing implementation throughout the 2013-2014 school year.

Evidence of Completion

Grade level minutes and data reflections, Student Academic growth on CGA's, FAIR (KG), IOWA, DAR, Reflex and FCAT 2.0

G1.B1.S2 Model gradual release expectations (I do, we do, you do).

PD Opportunity 1

Demonstrate expected learning models (I do, we do, you do and gradual release).

Facilitator

MAJ Coaches and various District Coaches

Participants

MAJ Faculty and Staff

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Model classrooms with lead teachers, CAST observations, teacher lesson plans, request for coaches to model, and/or to observe effective models at other schools.

G1.B2 Limited Time for Teacher collaboration

G1.B2.S1 Implement grade level and vertical PLCs to analyze student data and to make informed decisions about next steps to address learning needs of class, small groups, and individual students.

PD Opportunity 1

Implement grade level and vertical PLCs to analyze student data and to make informed decisions about next steps to address learning needs of class, small groups, and individual students.

Facilitator

Administrator: Long

Participants

All MAJ faculty and staff

Target Dates or Schedule

Monthly

Evidence of Completion

PLC meeting minutes, teacher data trends with action plan to address student needs

G2. Implement speaking and listening across the curriculum according to Common Core standards K-5.

G2.B1 Unpacking and understanding the Common Core standards for speaking and listening.

G2.B1.S1 Host a voluntary book study: PATHWAYS TO THE COMMON CORE by Lucy Calkins. Focus: Speaking and Listening standards K-5.

PD Opportunity 1

Voluntary Book Study: PATHWAYS TO THE COMMON CORE by Lucy Calkins that focuses on speaking and listening standards K-5.

Facilitator

Coaches: Bunker and Williams and Gannon (KG)

Participants

MAJ Faculty and Staff

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Select teacher lesson plans, CAST observations, student participation in speaking and listening tasks.

G2.B2 Lack of student articulation experiences in core subject areas (Science/ Math).

G2.B2.S1 Utilize the statement/reasoning/evidence (SRE) strategy to construct viable argument and to critic the reasoning of others.

PD Opportunity 1

Utilize the statement/reason/evidence (SRE) strategy to construct viable argument and to critic the reasoning of others in both verbal and written responses.

Facilitator

Leadership Team

Participants

All MAJ staff

Target Dates or Schedule

Daily in core (reading, math, and science) subject areas

Evidence of Completion

Student dialogue, turn and talk, group discussion responses, oral presentations, interactive journals and a discussion rubric.

G3. Increase the use of differentiation and progress monitoring in all classes.

G3.B2 Time for teacher collaboration

G3.B2.S1 PLC meeting on non-early dismissal Wednesdays

PD Opportunity 1

Time for Collaboration

Facilitator

Teacher Leaders, Coaches: Bunker and Williams, Administrators Long and Jones, various District staff

Participants

MAJ Teachers, School Counselor, and Administrators

Target Dates or Schedule

Ongoing through the 2013-2014 school year.

Evidence of Completion

Student Academic growth on CGA's, FAIR (KG), IOWA, DAR, and FCAT 2.0

G4. Increase explicit vocabulary instruction to develop academic vocabulary in all classes.

G4.B1 Time for collaboration

G4.B1.S1 PLC meetings on non-early dismissal Wednesdays for 90 minutes by grade level

PD Opportunity 1

Time for Collaboration - Differentiation PLC meeting on non-early dismissal Wednesdays

Facilitator

Teacher Leaders, Coaches: Bunker and Williams, Administrators Long and Jones, various District staff

Participants

MAJ Teachers, School Counselor, and Administrators

Target Dates or Schedule

Ongoing through the 2013-2014 school year

Evidence of Completion

Student Academic growth on CGA's, FAIR (KG), IOWA, DAR, and FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Implement speaking and listening across the curriculum according to Common Core standards K-5.	\$1,000
G3.	Increase the use of differentiation and progress monitoring in all classes.	\$3,000
G4.	Increase explicit vocabulary instruction to develop academic vocabulary in all classes.	\$3,000
Total		\$7,000

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Professional Development	Total
District/ Grants/Councilman for our district	\$6,000	\$0	\$6,000
School Improvement Funds	\$0	\$1,000	\$1,000
Total	\$6,000	\$1,000	\$7,000

Budget Details

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

G2. Implement speaking and listening across the curriculum according to Common Core standards K-5.

G2.B1 Unpacking and understanding the Common Core standards for speaking and listening.

G2.B1.S1 Host a voluntary book study: PATHWAYS TO THE COMMON CORE by Lucy Calkins. Focus: Speaking and Listening standards K-5.

Action Step 1

Voluntary Book Study: PATHWAYS TO THE COMMON CORE by Lucy Calkins that focuses on speaking and listening standards K-5.

Resource Type

Professional Development

Resource

Book: Pathways to the Common Core: Lucy Calkins

Funding Source

School Improvement Funds

Amount Needed

\$1,000

G3. Increase the use of differentiation and progress monitoring in all classes.

G3.B1 Limited number of computers in classroom (4). One computer lab with 24 desktop computers. No mobile carts

G3.B1.S1 Petition the district for a mobile cart to provide more classroom based computer access.

Action Step 1

Petition the district for a mobile computer cart to provide more classroom access.

Resource Type

Technology

Resource

Mobile Computer cart

Funding Source

District/ Grants/Councilman for our district

Amount Needed

\$3,000

G4. Increase explicit vocabulary instruction to develop academic vocabulary in all classes.

G4.B2 One computer lab with 24 desktop computers. No mobile carts

G4.B2.S1 Petition the district for mobile cart to allow for more classroom computer access

Action Step 1

Petition the district for mobile cart to allow more classroom computer access.

Resource Type

Technology

Resource

Mobile Computer cart

Funding Source

District/ Grants/Councilman for our district

Amount Needed

\$3,000