



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Reynolds Lane Elementary School

840 REYNOLDS LN

Jacksonville, FL 32254

904-381-3960

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 75%
Alternative/ESE Center No	Charter School No	Minority Rate 84%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 C	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
Prevent	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Reynolds Lane Elementary Schl

Principal

Sabrina Session Jones A

School Advisory Council chair

Sheila McNair

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

Name	Title
Dawn Moore	Assistant Principal
Tara Jones	Reading Coach
Susan Smith	Math Coach
Andrew George	ESE Site Coach
Sabrina Session-Jones	Sabrina Session-Jones

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

- Sabrina Session-Jones, Principal
- Shiela McNair, Community/Business Partner
- Martha Howze, Teacher/
- Brenda Cospers, Parent
- Josh Jubinsky, Community/Business Partner
- Cynthia Pirner, Teacher
- Tina Hall, Parent
- Bruce Holley, Parent
- Lucy Claudio, Educational Support

Involvement of the SAC in the development of the SIP

The School Advisory Council discussed School Accountability data and identify trends, areas of strength and areas in need of improvement. SAC recommended strategies to improve student performance and motivate students and also ways to include community resources and the after school program to increase student achievement. SAC will periodically review the SIP goals and interim data to determine effectiveness of strategies.

Activities of the SAC for the upcoming school year

The Reynolds Lane School Advisory Council functions to assist in the preparation and evaluation of the School Improvement Plan, assist with allocation of School Improvement funds, assist in the development of educational goals and strategies and assist in the development of activities or programs to generate greater parent and community participation.

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

FCAT Incentives- \$ 500.00
 Million Word Celebration- \$200.00
 FCAT Writing Lock In- \$150.00

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

Not 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:

Sabrina Session Jones A

Principal	Years as Administrator: 9	Years at Current School: 1
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Credentials	Bachelors Degree: Elementary Education Masters Degree: Educational Leadership Currently pursuing Doctorate Degree in Curriculum and Instruction
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Performance Record	Certification: Elementary Educations (Grades 1-6) School Principal (All Grades) Educational Leadership (All Grades)
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Sabrina Session-Jones

Principal

Years as Administrator: 10

Years at Current School: 1

Credentials

Bachelor's Degree: Elementary Education
 Masters Degree: Educational Leadership
 Currently pursuing Doctorate Degree in Educational Leadership
 Certifications:
 School Principal (All Levels)
 Educational Leadership (All Levels)
 Elementary Education (Grades 1-6)

Performance Record

2012-2013: The percentage of students showing math gains increased with the lowest 25% increasing (+10 points); Overall Reading proficiency improved
 2011-2012: Increased percentage points on the State Accountability System: Grade C
 2010-2011: Math mastery remained the same at 58%, however, learning gains decreased, Reading Mastery 54%, significant gains in Science Mastery 47% (+16), Writing mastery 48%, Blacks and ECD did not make AYP in reading and mathematics
 2009-2010: Substantial growth in Mathematics Gains (+17 points) and Lower quartile gains (+18 points)
 2008-2009: Increased 33 percentage points on State Accountability System. Grade: C, Reading Mastery 65%, Mathematics Mastery 50%, Science Mastery 31%, Writing Mastery 79% AYP: 87%, Black and ECD did not make AYP Reading and Math. All subgroups made AYP in Writing.
 2007-2008: Grade: C, Reading Mastery 61%, Mathematics Mastery 49%, Science Mastery 28%, Writing Mastery 70%, AYP: 87%, Black and ECD did not make AYP in Reading and Math. All subgroups made AYP in Writing.
 2006-2007: Increased School Grade, Grade: B, Reading Mastery 65% Mathematics Mastery 52%, Science Mastery 39%, Writing Mastery 65%, AYP: 92%, Blacks students made AYP in all categories, ECD did not make AYP in Mathematics.
 2005-2006: VP of Smart Pope Livingston Elementary: Increased School Grade, Top 100 gains in Writing in State Grade C, Reading Mastery 52%, Mathematics

Dawn Moore		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials

ESE K-12
 Middle Grades ELA 5-9
 Educational Leadership (K- 12) ESE K-12

Performance Record

2012-2013--Eugene Butler Middle School
 School Grade--(F)
 Reading Proficiency-- 26% Math--24% Writing--69% BQ Gains
 Reading--69% BQ Gains Math--60% Gains Reading--57% Gains
 Math--47%

2011-2012 – Eugene J. Butler Middle School
 School Grade – D (445 pts)
 Proficiency Reading – 25% Science – 24% Writing – 58% (3 or
 Higher) Learning Gains Reading – 55% Lowest 25% Reading –
 66% Overall Butler Middle did not make AYP in Reading or Math
 in Black, ED, or SWD.

2010-2011 – Eugene J. Butler Middle School School Grade – D
 Proficiency Reading – 29% Science – 17% Writing – 76%
 Learning Gains Reading – 48% Lowest 25% Reading – 68%
 Overall Butler Middle did not make AYP in Reading or Math in
 Black, ED, or SWD.

2009-2010 – Eugene J. Butler Middle School School Grade – D
 Proficiency Math – 36% Reading – 33% Science – 16% Writing –
 84% Learning Gains Math – 58% Reading – 50% Lowest 25%
 Math – 63% Reading – 68% Overall Butler Middle did not make
 AYP in Reading or Math in Black, ED, or SWD.

2008-2009 – Eugene J. Butler Middle School School Grade – C
 Proficiency Math – 42% Reading – 42% Science – 13% Writing –
 91% Learning Gains Math – 64% Reading – 58% Lowest 25%
 Math – 66% Reading – 64% Overall Butler Middle did not make
 AYP in Reading or Math in Black, ED, or SWD.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tarra Jones

Full-time / School-based	Years as Coach: 8	Years at Current School: 1
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Areas	Reading/Literacy	
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Credentials	B.A. Elementary Education Certified K-6	
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Performance Record	<p>Over the span of her educational career, Tarra Jones has worked as a substitute teacher, para-professional, classroom teacher, and Coach. Her first 7 years was spent teaching first and fourth grades at Atlantic Beach Elementary school where she took pride in preparing students to score 6s on the writing portion of the FCAT. During her time at Atlantic Beach her strength in 4th grade writing was instrumental in the school consistently maintaining a grade of "A". Ms. Jones spent 6 years at Martin Luther King, Jr. F.A.M.E. Academy serving in several capacities, including: Reading First Coach, Reading Coach, Writing Coach, and Turnaround Coach. A proud testament to her record is that she was a part of the team that brought Martin L. King, Jr. Elementary from an "F" school to an "A" school. The previous school year at Spring Park Elementary, Ms. Jones served as the Instructional Coach. She worked diligently with 4th grade writing and reading groups who were not proficient. Out of the 26% (10) of students under Ms. Jones' guidance, 90% of them either met proficiency in reading and/or writing, or made gains on the reading and writing portion of the FCAT. Ms. Jones' constant focus is student achievement.</p>
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Susan M. Smith		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	<p>Florida Professional Educator Certificate: Elementary Education 1-6; Exceptional Student Education K-12; School Principal K-12; Earth Science 6-12</p> <p>Doctor of Education - Argosy University, Sarasota, Florida Specialist of Education - Argosy University, Sarasota, Florida Master of Education – University of North Florida Bachelor of Education – University of North Florida</p>	
Performance Record	<p>School Experience: Over 14 years as an elementary teacher in regular and exceptional student education in kindergarten through sixth grade. As a school administrator, Ms. Smith has 4 years experience as an assistant principal and 5.5 years as a principal. Both administrator jobs were at high performing elementary schools.</p> <p>Performance Record as a Teacher 2005-2006 School Grade: C FCAT scores: 80% of ESE students showed at least one year’s growth on FCAT (4th and 5th grade students) 2012-2013 FCAT 2.0 scores: School Grade: C (improved from a D) 100% of third grade students made learning gains in mathematics on the FCAT 2.0 Increased of 19% of students scoring at or above proficiency in math in grade 3 (Highest gains in the district) Increase of 1% of students scoring at or above proficiency in math in grade 4 Increase of 11% of students scoring at or above proficiency in math in grade 5</p> <p>Performance record as a school principal: School Grade 1996-1997 B; 1997-1998 B; 1998-1999 A; 1999-2000 B 2000-2001 A; 2001-2002 A 2001-2002 FCAT READING 66% proficient in Grade 3 75% proficient in Grade 4 79% proficient in Grade 5 MATH 81% proficient in grade 3 57% proficient in grade 4 73% proficient in grade 5</p> <p>Performance record as a school assistant principal School Grade: 2006-2007 - A; 2007-2008 - A 2008- 2009 - A; 2009-2010 A 2006-2010 FCAT READING</p>	

Increase from 69% to 77% proficiency in grade 3
 Increase from 65% to 68% proficiency in grade 4
 MATH
 Increase from 61% to 78% proficiency in grade 3
 Increase from 62 to 76% proficiency in grade 4
 Increase from 62 to 77% proficiency in grade 5

Classroom Teachers

of classroom teachers

23

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

23, 100%

ESOL endorsed

6, 26%

reading endorsed

1, 4%

with advanced degrees

11, 48%

National Board Certified

0, 0%

first-year teachers

2, 9%

with 1-5 years of experience

5, 22%

with 6-14 years of experience

8, 35%

with 15 or more years of experience

11, 48%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

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

- Recruit via Interview process/ referrals
- Retain via Mentoring and Induction for Novice Teachers Program Professional Development
- Retain via Mentoring/ Coaching
- Provide on-going PD via WOW Wednesday Training

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

Monthly MINT meetings with PDF, Mentors and Mentees are scheduled to provide small group professional development aligned with the special needs of novice teachers. These meeting also provide a venue to monitor progress toward completion of MINT requirements, such as the drafting and monitoring of the New Teacher Individual Professional Development Plan. Mentors meet one on one with mentees weekly/biweekly to address needs, provide feedback, and next steps. Mentees also participate in weekly departmental professional learning communities and grade level team small learning communities.

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

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS leadership team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation within the building. The team meets once a month to engage in the following activities: Review universal screening data, make instructional decisions, and review progress monitoring data at the grade level and classroom level to identify students who are at moderate risk or at high risk for not meeting grade level standards. Based on the above information, the team will also identify professional development and resources needed by teachers. The members of the MTSS team will share the RTI paradigm and implementation via weekly team and departmental meetings as they collaborate, problem solve, share effective practices, make intervention decisions, and practice new processes and skills. Problems are analyzed through the four ICEL domains: instruction, curriculum, environment, and learner. The content and grade level diversity of the MTSS team will help to penetrate the learning communities at the school and thereby facilitate the RTI problem solving process. The RTI team works with other teams such as Foundations to problem solve behavioral challenges.

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

All members of the Leadership Team will be trained in the MTSS process and must participate on the MTSS Leadership team. The SIP is developed using the RTI process of problem solving. Data analysis and goal setting are followed by the identification of possible barriers to reaching the goals. Resources and strategies are identified to address the barriers and then the monitoring, responsible persons and evaluation tools are identified. Some members of the MTSS Leadership Team members meet with departmental groups to refine the SIP and build consensus. As the year progresses, teachers will work within departments to address Tier 1 interventions and across teams for Tier 2 and 3 interventions. The MTSS Leadership Team representative will meet with the School Advisory Council (SAC) and principal to present the SIP and receive input and feedback. The team follows the problem solving protocols to address data and barriers to successful achievement of goals.

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

Members of the MTSS team are strategically placed to impact all PLCs (Departments/Grade Level Teams). Part of their function is to carry the problem-solving process to those venues and utilize the selected school wide documentation tools. These key documents are provided to all via the share drive. As teams begin to move into tier two or three supports, one of the MTSS team members will be enlisted to facilitate and coordinate the work. Parents, tutors, teachers, administrators and additional resources such as guidance counselors, the ESE lead teacher, or the school psychologist are brought together to problem solve.

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

TIER 1: The baseline data is supplied from FCAT 2.0 2013 and District Curriculum Guide Assessments. Formative/ Progress Monitoring will be conducted via Curriculum Guide Assessments, Benchmark mini-assessments, IOWA Form E, and I-Ready formative assessments. The summative data will be generated from FCAT 2.0 2014. Frequency of Data Days: monthly Benchmark mini assessments and quarterly Curriculum Guide Assessments . Results from district mandated assessments will be entered into the Pearson Inform system to provide teachers with immediate results and comparisons to class, school and district. Teachers will track the mini-assessment data via a school based data collection tool.

TIER 2: The baseline data is supplied from FCAT 2.0 2013 and Curriculum Guide Assessments. Progress Monitoring will be conducted via Benchmark mini assessments, Curriculum Based Measurements (FCIM and teacher assessments), and district mid-year benchmarks and teacher made assessments. Frequency of Data Days: bi-weekly data analysis.

TIER 3: The baseline data is supplied from FCAT 2.0 2013, Curriculum Guide Assessments, and Benchmark Mini Assessments. Progress Monitoring will be conducted via Inform and school-based data collection tools(mini benchmark assessments and teacher assessments). The summative data will be generated from FCAT 2.0 2013. Frequency of Data Days: weekly data analysis.

For behavioral data, the Genesis system will provide statistics for attendance, referrals, and suspensions. Foundations, along with the RTI team will provide common area data as needed.

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

A cohort from the MTSS Leadership Team will attend quarterly district training and utilize Blackboard provided materials to train faculty members. Professional development will be provided during Professional Learning Communities and Early Release meetings. Topics will include discussing the problem solving process through the use of domains, creating effective interventions, differentiation in

the classroom, documentation and accountability, as well as strengthening the core instruction (behavior management/academic rigor).

Literacy Leadership Team (LLT)

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

Name	Title
Tarra Jones	Reading Coach
Valerie Pitts-Wilson	Teacher, 5th grade
Shawntavia Young	Teacher, 4th grade
Wendy McNeely	Teacher, 3rd grade
Anita Hammett	Teacher, STAR
Norma Vargas	Teacher, ESOL

How the school-based LLT functions

In support of the district's reading goals and our school based reading goals, the members of the LLT will use current data (FCAT 2.0, CGA's, and Teacher Assessments) to support the successful implementation of research based strategies for reading in subject areas. The team will meet once a month and other times as needed to evaluate school wide literacy concerns by collecting and reviewing data to establish next steps for targeted student needs. The LLT will determine the effectiveness of the course of action through monitoring the progress of student learning.

Major initiatives of the LLT

The major initiative of the LLT is to increase literacy across content areas by utilizing best practices for reading instruction, introducing the appropriate application of reading strategies, while expanding student academic vocabulary through vocabulary acquisition. The school reading targets are to increase the number of students meeting High Standards in Reading to 53%, increase the number of students making learning gains in reading to 71% and increase the number of lowest 25% making learning gains in reading to 74%. The LLT course of action is to promote literacy through various activities such as: 25 Book Campaign and School-wide Reading/Instructional Strategies. The School-wide Literacy Campaign will jump start the initiatives of the LLT. The 25 Book Standard Campaign will be promoted across content areas and grade levels to increase student participation in reading 25 books as well as increasing the amount of reading outside of school this year.

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

Reynolds Lane currently offers one Title I Pre-K Program. A structured curriculum is implemented with fidelity. Within the first 45 days of enrollment in Kindergarten, students are given various assessments such as FLKRS and ECHOS to determine kindergarten readiness, letter naming and other emergent literacy skills. As a result, students receive multilevel tiered support as needed.

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	48%	41%	No	53%
American Indian				
Asian				
Black/African American	42%	43%	Yes	48%
Hispanic	47%	28%	No	52%
White	67%	67%	Yes	70%
English language learners	33%	16%	No	40%
Students with disabilities	20%	17%	No	28%
Economically disadvantaged	48%	44%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	41%	53%
Students scoring at or above Achievement Level 4	10	13%	53%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	90	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	94	71%	74%

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]		40%
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]		40%
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]		40%

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	19	38%	50%
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	52%		No	57%
American Indian				
Asian				
Black/African American	46%		No	51%
Hispanic	63%		No	67%
White	50%		No	55%
English language learners	58%		No	63%
Students with disabilities	31%		No	38%
Economically disadvantaged	53%		No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	45%	57%
Students scoring at or above Achievement Level 4	21	16%	19%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	96	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	109	82%	85%

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	13	30%	35%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		11%

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)	2		25
Participation in STEM-related experiences provided for students	43	7%	30%

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	20	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	32	11%	5%
Students who are not proficient in reading by third grade	134	71%	61%
Students who receive two or more behavior referrals	76	59%	40%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	27	35%	30%

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

The goal is to increase parent involvement by 6%. When parents are involved in the learning process of their child they progress both academically and socially.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Anticipated barriers in increasing parental involvement included conflicting work schedules	2	50%	65%
Effective communication on dates and information	1	75%	80%
Lack of knowledge	1	20%	30%

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

Increase the number of code red safety drills conducted during the school year.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the the number of Code Red drills from 1 per school year to 2 per school year.	1	2%	50%

Goals Summary

- G1.** Increase the number of students scoring a level 3 or higher in Science on FCAT 2.0 by 5%
- G2.** 57% of all students in grades 3-5 will score at or above achievement level 3 on the math FCAT 2.0.
- G3.** 53% of all students tested are expected to score at or above level 3 on the Reading component of the 2014 FCAT.
- G4.** 51% of the students in the African-American/Black sub-group will score at or above the proficient level on the math FCAT 2.0.
- G5.** 67% of the students in the Hispanic sub-group will score at or above the proficient level on the math FCAT 2.0.
- G6.** 57% of the students identified as having an economic disadvantage sub-group will score at or above the proficient level on the math FCAT 2.0.
- G7.** 63% of the students identified as English Language Learners sub-group will score at or above the proficient level on the math FCAT 2.0.
- G8.** 40% of the students identified as English Language Learners will score at or above the proficiency on the Reading FCAT 2.0
- G9.** 53% of the students identified as Economically Disadvantaged will score at or above proficiency on the Reading FCAT 2.0
- G10.** 48% of the students identified as Black/African-American will score at or above the proficiency on the Reading FCAT 2.0
- G11.** 52% of the students identified as Hispanic will score at or above proficiency on the Reading FCAT 2.0
- G12.** 60% of all students tested are expected to score at or above 3.5 (proficiency) on the Writing FCAT 2.0.
- G13.** 40% of all ELL students in grades 3-5 will score at or above proficiency on the CELLA.

Goals Detail

G1. Increase the number of students scoring a level 3 or higher in Science on FCAT 2.0 by 5%

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Lab=hands on observations and experiments

Targeted Barriers to Achieving the Goal

- Pacing of curriculum to expose students to benchmarks; adequate time for hands on lab experiments

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. 57% of all students in grades 3-5 will score at or above achievement level 3 on the math FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Reflex math program
- School level professional development for effective math instructional practices
- Coaching cycle
- i-Ready math intervention program

Targeted Barriers to Achieving the Goal

- Lack of basic math fluency
- Use of best practices for instruction and the district instructional model in the math classrooms
- Lack of fluency in the English language
- Embracing the concept that all students can learn.

Plan to Monitor Progress Toward the Goal

District/school level assessments (e.g., CGA, i-Ready)

Person or Persons Responsible

Math coach; assistant principal; principal

Target Dates or Schedule:

Quarterly and mid-quarter

Evidence of Completion:

Student assessments

G3. 53% of all students tested are expected to score at or above level 3 on the Reading component of the 2014 FCAT.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- School Level Professional Development
- Coaching Cycles
- Lesson Studies
- Success Maker

Targeted Barriers to Achieving the Goal

- Embracing the concept that all students can learn, despite exceptionality
- Lack of fluency in the English language
- Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

Plan to Monitor Progress Toward the Goal

District/School Level Assessments

Person or Persons Responsible

Reading Coach Administration

Target Dates or Schedule:

Quarterly and Mid-Quarterly

Evidence of Completion:

Student Assessments

G4. 51% of the students in the African-American/Black sub-group will score at or above the proficient level on the math FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Reflex math program
- School level professional development for effective math instructional practices
- Coaching cycle
- i-Ready math intervention program

Targeted Barriers to Achieving the Goal

- Lack of basic math fluency
- Use of best practices for instruction and the district instructional model in the math classrooms
- Lack of fluency in the English language
- Embracing the concept that all students can learn.

Plan to Monitor Progress Toward the Goal

District/school level assessments (e.g., CGA, i-Ready)

Person or Persons Responsible

Math coach; assistant principal; principal

Target Dates or Schedule:

Quarterly and mid-quarter

Evidence of Completion:

Student assessments

G5. 67% of the students in the Hispanic sub-group will score at or above the proficient level on the math FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Reflex math program
- School level professional development for effective math instructional practices
- Coaching cycle
- i-Ready math intervention program

Targeted Barriers to Achieving the Goal

- Lack of basic math fluency
- Use of best practices for instruction and the district instructional model in the math classrooms
- Lack of fluency in the English language
- Embracing the concept that all students can learn.

Plan to Monitor Progress Toward the Goal

District/school level assessments (e.g., CGA, i-Ready)

Person or Persons Responsible

Math coach; assistant principal; principal

Target Dates or Schedule:

Quarterly and mid-quarter

Evidence of Completion:

Student assessments

G6. 57% of the students identified as having an economic disadvantage sub-group will score at or above the proficient level on the math FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Reflex math program
- School level professional development for effective math instructional practices
- Coaching cycle
- i-Ready math intervention program

Targeted Barriers to Achieving the Goal

- Lack of basic math fluency
- Use of best practices for instruction and the district instructional model in the math classrooms
- Lack of fluency in the English language
- Embracing the concept that all students can learn.

Plan to Monitor Progress Toward the Goal

District/school level assessments (e.g., CGA, i-Ready)

Person or Persons Responsible

Math coach; assistant principal; principal

Target Dates or Schedule:

Quarterly and mid-quarter

Evidence of Completion:

Student assessments

G7. 63% of the students identified as English Language Learners sub-group will score at or above the proficient level on the math FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Reflex math program
- School level professional development for effective math instructional practices
- Coaching cycle
- i-Ready math intervention program

Targeted Barriers to Achieving the Goal

- Lack of basic math fluency
- Use of best practices for instruction and the district instructional model in the math classrooms
- Lack of fluency in the English language
- Embracing the concept that all students can learn.

Plan to Monitor Progress Toward the Goal

District/school level assessments (e.g., CGA, i-Ready)

Person or Persons Responsible

Math coach; assistant principal; principal

Target Dates or Schedule:

Quarterly and mid-quarter

Evidence of Completion:

Student assessments

G8. 40% of the students identified as English Language Learners will score at or above the proficiency on the Reading FCAT 2.0

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- School Level Professional Development
- Coaching Cycles
- Lesson Studies
- Success Maker

Targeted Barriers to Achieving the Goal

- Embracing the concept that all students can learn, despite exceptionality
- Lack of fluency in the English language
- Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

Plan to Monitor Progress Toward the Goal

District/School Level Assessments

Person or Persons Responsible

Reading Coach Administration

Target Dates or Schedule:

Quarterly and Mid-Quarterly

Evidence of Completion:

Student Assessments

G9. 53% of the students identified as Economically Disadvantaged will score at or above proficiency on the Reading FCAT 2.0

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- School Level Professional Development
- Coaching Cycles
- Lesson Studies
- Success Maker

Targeted Barriers to Achieving the Goal

- Embracing the concept that all students can learn, despite exceptionality
- Lack of fluency in the English language
- Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

Plan to Monitor Progress Toward the Goal

District/School Level Assessments

Person or Persons Responsible

Reading Coach Administration

Target Dates or Schedule:

Quarterly and Mid-Quarterly

Evidence of Completion:

Student Assessments

G10. 48% of the students identified as Black/African-American will score at or above the proficiency on the Reading FCAT 2.0

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- School Level Professional Development
- Coaching Cycles
- Lesson Studies
- Success Maker

Targeted Barriers to Achieving the Goal

- Embracing the concept that all students can learn, despite exceptionality
- Lack of fluency in the English language
- Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

Plan to Monitor Progress Toward the Goal

District/School Level Assessments

Person or Persons Responsible

Reading Coach Administration

Target Dates or Schedule:

Quarterly and Mid-Quarterly

Evidence of Completion:

Student Assessments

G11. 52% of the students identified as Hispanic will score at or above proficiency on the Reading FCAT 2.0

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- School Level Professional Development
- Coaching Cycles
- Lesson Studies
- Success Maker

Targeted Barriers to Achieving the Goal

- Embracing the concept that all students can learn, despite exceptionality
- Lack of fluency in the English language
- Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

Plan to Monitor Progress Toward the Goal

District/School Level Assessments

Person or Persons Responsible

Reading Coach Administration

Target Dates or Schedule:

Quarterly and Mid-Quarterly

Evidence of Completion:

Student Assessments

G12. 60% of all students tested are expected to score at or above 3.5 (proficiency) on the Writing FCAT 2.0.

Targets Supported

- Writing

Resources Available to Support the Goal

- School Level Professional Development
- Coaching Cycles
- Lesson Studies

Targeted Barriers to Achieving the Goal

- Embracing the concept that all students can learn, despite exceptionality
- Lack of fluency in the English language
- Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

Plan to Monitor Progress Toward the Goal

District/School Level Assessments

Person or Persons Responsible

Reading Coach Teachers Administration

Target Dates or Schedule:

Monthly and Bi-monthly

Evidence of Completion:

Student Writing

G13. 40% of all ELL students in grades 3-5 will score at or above proficiency on the CELLA.

Targets Supported

Resources Available to Support the Goal

- School Level Professional Development
- Coaching Cycles
- Lesson Studies
- Success Maker

Targeted Barriers to Achieving the Goal

- Embracing the concept that all students can learn, despite exceptionality
- Lack of fluency in the English language
- Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

Plan to Monitor Progress Toward the Goal

District/School Level Assessments

Person or Persons Responsible

Reading Coach Administration

Target Dates or Schedule:

Quarterly and Mid-Quarterly

Evidence of Completion:

Student Assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the number of students scoring a level 3 or higher in Science on FCAT 2.0 by 5%

G1.B1 Pacing of curriculum to expose students to benchmarks; adequate time for hands on lab experiments

G1.B1.S1 Lab days twice a week

Action Step 1

Regular monitoring of student progress

Person or Persons Responsible

5th grade teachers, Academic coaches, Administration

Target Dates or Schedule

Bi-weekly progress monitoring, Data chats, Conferences

Evidence of Completion

Quarterly performance on district-level CGA's

Facilitator:

School-level(math) and District-level(science) Academic Coaches

Participants:

5th grade teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. 57% of all students in grades 3-5 will score at or above achievement level 3 on the math FCAT 2.0.

G2.B1 Lack of basic math fluency

G2.B1.S1 Use i-Ready Internet-based math facts fluency program to develop fluency in addition, subtraction, multiplication and division facts for students in grades 1 through 5

Action Step 1

Reflex math program

Person or Persons Responsible

All math teachers

Target Dates or Schedule

Daily in the classroom

Evidence of Completion

Reflex scores

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

Track usage of i-Ready each grading period

Person or Persons Responsible

Math Coach,

Target Dates or Schedule

At each reporting period during the school year (mid-term and end of each grading period)

Evidence of Completion

Grade level usage reports

Plan to Monitor Effectiveness of G2.B1.S1

Reflex usage reports

Person or Persons Responsible

Math coach

Target Dates or Schedule

Quarterly, mid-quarter

Evidence of Completion

Data showing progress made in fluency as evidenced by the Reflex usage reports

G2.B2 Use of best practices for instruction and the district instructional model in the math classrooms

G2.B2.S1 Teachers will participate in coaching cycle to develop and implement grade-appropriate strategies based on research-based best practices in mathematics instruction

Action Step 1

Coaching cycle

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Throughout the year

Evidence of Completion

Coaching cycle documents and logs

Facilitator:

Susan Smith

Participants:

All math teachers

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

Coaching cycle

Person or Persons Responsible

Math teachers; math coach

Target Dates or Schedule

Throughout the year in 6-8 week cycles

Evidence of Completion

Log of coaching cycle meetings

Plan to Monitor Effectiveness of G2.B2.S1

Classroom data - math assessments

Person or Persons Responsible

Math coach; math teachers

Target Dates or Schedule

During coaching cycle

Evidence of Completion

Coaching cycle logs; student assessment data

G2.B2.S2 Teachers will participate in school-based professional development targeted to improve classroom instruction.

Action Step 1

WOW Wednesdays

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Non-early release Wednesdays

Evidence of Completion

Professional Development rosters

Facilitator:

Susan Smith

Participants:

All math teachers

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

WOW Wednesday

Person or Persons Responsible

All math teachers; Math Coach

Target Dates or Schedule

Non- early release Wednesday

Evidence of Completion

Sign-in logs

Plan to Monitor Effectiveness of G2.B2.S2

Classroom assessments (e.g., CGA, i-Ready)

Person or Persons Responsible

Math teachers; Math Coach

Target Dates or Schedule

Minimum of quarterly

Evidence of Completion

Student assessment data

G2.B3 Lack of fluency in the English language

G2.B3.S1 Provide the instructional staff with strategies to address students who lack English language fluency

Action Step 1

Professional development in effective strategies for students who are not fluent in English.

Person or Persons Responsible

Math Coach; School and District ELL Coaches

Target Dates or Schedule

Early Release days; WOW Wednesday

Evidence of Completion

Professional Development logs

Facilitator:

District facilitators (TBD);

Participants:

Math teachers

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

Observing of the implementation of strategies in the classroom through focus walks and principal evaluations

Person or Persons Responsible

Math coach; Principal; Assistant Principal

Target Dates or Schedule

During math classes

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G2.B3.S1

Quarterly district assessments

Person or Persons Responsible

Math coach, Assistant principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data for students

G2.B4 Embracing the concept that all students can learn.

G2.B4.S1 Design and implement lesson studies that demonstrates best practice.

Action Step 1

Multi-week lesson studies for all grade levels K-2 and 3-5 Math

Person or Persons Responsible

Math Coach

Target Dates or Schedule

WOW planning

Evidence of Completion

Completed lesson study; Feedback forms

Facilitator:

Susan Smith

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Focus walks; Principal evaluations; Coach-teacher conferences

Person or Persons Responsible

Math Coach; School Level administration

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback forms; coaching logs; crafted lesson plans

Plan to Monitor Effectiveness of G2.B4.S1

CGA; Lesson-study specific assessment

Person or Persons Responsible

Math Coach and Teachers

Target Dates or Schedule

At the close of each lesson study

Evidence of Completion

Student artifacts

G3. 53% of all students tested are expected to score at or above level 3 on the Reading component of the 2014 FCAT.

G3.B2 Embracing the concept that all students can learn, despite exceptionality

G3.B2.S1 Design and Implement a Lesson Studies that demonstrated Best Practice.

Action Step 1

Multi-week Lesson Studies

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms

Facilitator:

Tarra Jones

Participants:

ELA Teachers

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

Focus Walks Principal Evaluations Coach/Teacher Conferences

Person or Persons Responsible

Coaches Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms Coaching Logs Lesson Plans

Plan to Monitor Effectiveness of G3.B2.S1

CGAs Lesson Study Specific Assessment

Person or Persons Responsible

Coach Teachers

Target Dates or Schedule

At the close of each Lesson Study

Evidence of Completion

Student Artifacts

G3.B3 Lack of fluency in the English language

G3.B3.S1 Utilize district and school level ELL support personnel

Action Step 1

ELL Strategies

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

Facilitator:

Norma Vargas Mary Taormina Tarra Jones

Participants:

ELA Teachers

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

Focus Walks Principal Evaluations

Person or Persons Responsible

Reading Coach ELL Support Team Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms

Plan to Monitor Effectiveness of G3.B3.S1

Focus Walks ELL Strategy Implementation Routine data will be collected to check for growth toward proficiency (CGA, Running Records, Teacher Assessments, Student Conversation)

Person or Persons Responsible

Reading Coach ESOL Teacher Administrator District Support Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Data showing progress made in fluency as evidenced by student work, and school/district assessments.

G3.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G3.B4.S1 Provide examples of the Gradual Release Model

Action Step 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Person or Persons Responsible

Reading Coach District Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

Facilitator:

Reading Coach

Participants:

ELA Teachers

Plan to Monitor Fidelity of Implementation of G3.B4.S1

The Coaching Cycle is dedicated time spent with teachers to craft, implement, and debrief lessons. This cycle will ensure teachers understand and are comfortable teaching in the Gradual Release Model. Video taping will be a part of the process for clarity of where change is necessary.

Person or Persons Responsible

Reading Coach Administrator ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Well crafted lessons Debriefing notes Focus walks that show implementation

Plan to Monitor Effectiveness of G3.B4.S1

Focus Walks Classroom Observations Teacher Evaluations

Person or Persons Responsible

Reading Coach ELA Teachers Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Documented data showing progress in teacher comfort with the Gradual Release Model.

G4. 51% of the students in the African-American/Black sub-group will score at or above the proficient level on the math FCAT 2.0.

G4.B1 Lack of basic math fluency

G4.B1.S1 Use i-Ready Internet-based math facts fluency program to develop fluency in addition, subtraction, multiplication and division facts for students in grades 1 through 5

Action Step 1

Reflex math program

Person or Persons Responsible

All math teachers

Target Dates or Schedule

Daily in the classroom

Evidence of Completion

Reflex scores

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

Track usage of i-Ready each grading period

Person or Persons Responsible

Math Coach,

Target Dates or Schedule

At each reporting period during the school year (mid-term and end of each grading period)

Evidence of Completion

Grade level usage reports

Plan to Monitor Effectiveness of G4.B1.S1

Reflex usage reports

Person or Persons Responsible

Math coach

Target Dates or Schedule

Quarterly, mid-quarter

Evidence of Completion

Data showing progress made in fluency as evidenced by the Reflex usage reports

G4.B2 Use of best practices for instruction and the district instructional model in the math classrooms

G4.B2.S1 Teachers will participate in coaching cycle to develop and implement grade-appropriate strategies based on research-based best practices in mathematics instruction

Action Step 1

Coaching cycle

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Throughout the year

Evidence of Completion

Coaching cycle documents and logs

Facilitator:

Susan Smith

Participants:

All math teachers

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

Coaching cycle

Person or Persons Responsible

Math teachers; math coach

Target Dates or Schedule

Throughout the year in 6-8 week cycles

Evidence of Completion

Log of coaching cycle meetings

Plan to Monitor Effectiveness of G4.B2.S1

Classroom data - math assessments

Person or Persons Responsible

Math coach; math teachers

Target Dates or Schedule

During coaching cycle

Evidence of Completion

Coaching cycle logs; student assessment data

G4.B2.S2 Teachers will participate in school-based professional development targeted to improve classroom instruction.

Action Step 1

WOW Wednesdays

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Non-early release Wednesdays

Evidence of Completion

Professional Development rosters

Facilitator:

Susan Smith

Participants:

All math teachers

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

WOW Wednesday

Person or Persons Responsible

All math teachers; Math Coach

Target Dates or Schedule

Non- early release Wednesday

Evidence of Completion

Sign-in logs

Plan to Monitor Effectiveness of G4.B2.S2

Classroom assessments (e.g., CGA, i-Ready)

Person or Persons Responsible

Math teachers; Math Coach

Target Dates or Schedule

Minimum of quarterly

Evidence of Completion

Student assessment data

G4.B3 Lack of fluency in the English language

G4.B3.S1 Provide the instructional staff with strategies to address students who lack English language fluency

Action Step 1

Professional development in effective strategies for students who are not fluent in English.

Person or Persons Responsible

Math Coach; School and District ELL Coaches

Target Dates or Schedule

Early Release days; WOW Wednesday

Evidence of Completion

Professional Development logs

Facilitator:

District facilitators (TBD);

Participants:

Math teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Observing of the implementation of strategies in the classroom through focus walks and principal evaluations

Person or Persons Responsible

Math coach; Principal; Assistant Principal

Target Dates or Schedule

During math classes

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G4.B3.S1

Quarterly district assessments

Person or Persons Responsible

Math coach, Assistant principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data for students

G4.B4 Embracing the concept that all students can learn.

G4.B4.S1 Design and implement lesson studies that demonstrates best practice.

Action Step 1

Multi-week lesson studies for all grade levels K-2 and 3-5 Math

Person or Persons Responsible

Math Coach

Target Dates or Schedule

WOW planning

Evidence of Completion

Completed lesson study; Feedback forms

Facilitator:

Susan Smith

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Focus walks; Principal evaluations; Coach-teacher conferences

Person or Persons Responsible

Math Coach; School Level administration

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback forms; coaching logs; crafted lesson plans

Plan to Monitor Effectiveness of G4.B4.S1

CGA; Lesson-study specific assessment

Person or Persons Responsible

Math Coach and Teachers

Target Dates or Schedule

At the close of each lesson study

Evidence of Completion

Student artifacts

G5. 67% of the students in the Hispanic sub-group will score at or above the proficient level on the math FCAT 2.0.

G5.B1 Lack of basic math fluency

G5.B1.S1 Use i-Ready Internet-based math facts fluency program to develop fluency in addition, subtraction, multiplication and division facts for students in grades 1 through 5

Action Step 1

Reflex math program

Person or Persons Responsible

All math teachers

Target Dates or Schedule

Daily in the classroom

Evidence of Completion

Reflex scores

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

Track usage of i-Ready each grading period

Person or Persons Responsible

Math Coach,

Target Dates or Schedule

At each reporting period during the school year (mid-term and end of each grading period)

Evidence of Completion

Grade level usage reports

Plan to Monitor Effectiveness of G5.B1.S1

Reflex usage reports

Person or Persons Responsible

Math coach

Target Dates or Schedule

Quarterly, mid-quarter

Evidence of Completion

Data showing progress made in fluency as evidenced by the Reflex usage reports

G5.B2 Use of best practices for instruction and the district instructional model in the math classrooms

G5.B2.S1 Teachers will participate in coaching cycle to develop and implement grade-appropriate strategies based on research-based best practices in mathematics instruction

Action Step 1

Coaching cycle

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Throughout the year

Evidence of Completion

Coaching cycle documents and logs

Facilitator:

Susan Smith

Participants:

All math teachers

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

Coaching cycle

Person or Persons Responsible

Math teachers; math coach

Target Dates or Schedule

Throughout the year in 6-8 week cycles

Evidence of Completion

Log of coaching cycle meetings

Plan to Monitor Effectiveness of G5.B2.S1

Classroom data - math assessments

Person or Persons Responsible

Math coach; math teachers

Target Dates or Schedule

During coaching cycle

Evidence of Completion

Coaching cycle logs; student assessment data

G5.B2.S2 Teachers will participate in school-based professional development targeted to improve classroom instruction.

Action Step 1

WOW Wednesdays

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Non-early release Wednesdays

Evidence of Completion

Professional Development rosters

Facilitator:

Susan Smith

Participants:

All math teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S2

WOW Wednesday

Person or Persons Responsible

All math teachers; Math Coach

Target Dates or Schedule

Non- early release Wednesday

Evidence of Completion

Sign-in logs

Plan to Monitor Effectiveness of G5.B2.S2

Classroom assessments (e.g., CGA, i-Ready)

Person or Persons Responsible

Math teachers; Math Coach

Target Dates or Schedule

Minimum of quarterly

Evidence of Completion

Student assessment data

G5.B3 Lack of fluency in the English language

G5.B3.S1 Provide the instructional staff with strategies to address students who lack English language fluency

Action Step 1

Professional development in effective strategies for students who are not fluent in English.

Person or Persons Responsible

Math Coach; School and District ELL Coaches

Target Dates or Schedule

Early Release days; WOW Wednesday

Evidence of Completion

Professional Development logs

Facilitator:

District facilitators (TBD);

Participants:

Math teachers

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

Observing of the implementation of strategies in the classroom through focus walks and principal evaluations

Person or Persons Responsible

Math coach; Principal; Assistant Principal

Target Dates or Schedule

During math classes

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G5.B3.S1

Quarterly district assessments

Person or Persons Responsible

Math coach, Assistant principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data for students

G5.B4 Embracing the concept that all students can learn.

G5.B4.S1 Design and implement lesson studies that demonstrates best practice.

Action Step 1

Multi-week lesson studies for all grade levels K-2 and 3-5 Math

Person or Persons Responsible

Math Coach

Target Dates or Schedule

WOW planning

Evidence of Completion

Completed lesson study; Feedback forms

Facilitator:

Susan Smith

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Focus walks; Principal evaluations; Coach-teacher conferences

Person or Persons Responsible

Math Coach; School Level administration

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback forms; coaching logs; crafted lesson plans

Plan to Monitor Effectiveness of G5.B4.S1

CGA; Lesson-study specific assessment

Person or Persons Responsible

Math Coach and Teachers

Target Dates or Schedule

At the close of each lesson study

Evidence of Completion

Student artifacts

G6. 57% of the students identified as having an economic disadvantage sub-group will score at or above the proficient level on the math FCAT 2.0.

G6.B1 Lack of basic math fluency

G6.B1.S1 Use i-Ready Internet-based math facts fluency program to develop fluency in addition, subtraction, multiplication and division facts for students in grades 1 through 5

Action Step 1

Reflex math program

Person or Persons Responsible

All math teachers

Target Dates or Schedule

Daily in the classroom

Evidence of Completion

Reflex scores

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

Track usage of i-Ready each grading period

Person or Persons Responsible

Math Coach,

Target Dates or Schedule

At each reporting period during the school year (mid-term and end of each grading period)

Evidence of Completion

Grade level usage reports

Plan to Monitor Effectiveness of G6.B1.S1

Reflex usage reports

Person or Persons Responsible

Math coach

Target Dates or Schedule

Quarterly, mid-quarter

Evidence of Completion

Data showing progress made in fluency as evidenced by the Reflex usage reports

G6.B2 Use of best practices for instruction and the district instructional model in the math classrooms

G6.B2.S1 Teachers will participate in coaching cycle to develop and implement grade-appropriate strategies based on research-based best practices in mathematics instruction

Action Step 1

Coaching cycle

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Throughout the year

Evidence of Completion

Coaching cycle documents and logs

Facilitator:

Susan Smith

Participants:

All math teachers

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

Coaching cycle

Person or Persons Responsible

Math teachers; math coach

Target Dates or Schedule

Throughout the year in 6-8 week cycles

Evidence of Completion

Log of coaching cycle meetings

Plan to Monitor Effectiveness of G6.B2.S1

Classroom data - math assessments

Person or Persons Responsible

Math coach; math teachers

Target Dates or Schedule

During coaching cycle

Evidence of Completion

Coaching cycle logs; student assessment data

G6.B2.S2 Teachers will participate in school-based professional development targeted to improve classroom instruction.

Action Step 1

WOW Wednesdays

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Non-early release Wednesdays

Evidence of Completion

Professional Development rosters

Facilitator:

Susan Smith

Participants:

All math teachers

Plan to Monitor Fidelity of Implementation of G6.B2.S2

WOW Wednesday

Person or Persons Responsible

All math teachers; Math Coach

Target Dates or Schedule

Non- early release Wednesday

Evidence of Completion

Sign-in logs

Plan to Monitor Effectiveness of G6.B2.S2

Classroom assessments (e.g., CGA, i-Ready)

Person or Persons Responsible

Math teachers; Math Coach

Target Dates or Schedule

Minimum of quarterly

Evidence of Completion

Student assessment data

G6.B4 Embracing the concept that all students can learn.

G6.B4.S1 Design and implement lesson studies that demonstrates best practice.

Action Step 1

Multi-week lesson studies for all grade levels K-2 and 3-5 Math

Person or Persons Responsible

Math Coach

Target Dates or Schedule

WOW planning

Evidence of Completion

Completed lesson study; Feedback forms

Facilitator:

Susan Smith

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Focus walks; Principal evaluations; Coach-teacher conferences

Person or Persons Responsible

Math Coach; School Level administration

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback forms; coaching logs; crafted lesson plans

Plan to Monitor Effectiveness of G6.B4.S1

CGA; Lesson-study specific assessment

Person or Persons Responsible

Math Coach and Teachers

Target Dates or Schedule

At the close of each lesson study

Evidence of Completion

Student artifacts

G7. 63% of the students identified as English Language Learners sub-group will score at or above the proficient level on the math FCAT 2.0.

G7.B1 Lack of basic math fluency

G7.B1.S1 Use i-Ready Internet-based math facts fluency program to develop fluency in addition, subtraction, multiplication and division facts for students in grades 1 through 5

Action Step 1

Reflex math program

Person or Persons Responsible

All math teachers

Target Dates or Schedule

Daily in the classroom

Evidence of Completion

Reflex scores

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

Track usage of i-Ready each grading period

Person or Persons Responsible

Math Coach,

Target Dates or Schedule

At each reporting period during the school year (mid-term and end of each grading period)

Evidence of Completion

Grade level usage reports

Plan to Monitor Effectiveness of G7.B1.S1

Reflex usage reports

Person or Persons Responsible

Math coach

Target Dates or Schedule

Quarterly, mid-quarter

Evidence of Completion

Data showing progress made in fluency as evidenced by the Reflex usage reports

G7.B2 Use of best practices for instruction and the district instructional model in the math classrooms

G7.B2.S1 Teachers will participate in coaching cycle to develop and implement grade-appropriate strategies based on research-based best practices in mathematics instruction

Action Step 1

Coaching cycle

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Throughout the year

Evidence of Completion

Coaching cycle documents and logs

Facilitator:

Susan Smith

Participants:

All math teachers

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Coaching cycle

Person or Persons Responsible

Math teachers; math coach

Target Dates or Schedule

Throughout the year in 6-8 week cycles

Evidence of Completion

Log of coaching cycle meetings

Plan to Monitor Effectiveness of G7.B2.S1

Classroom data - math assessments

Person or Persons Responsible

Math coach; math teachers

Target Dates or Schedule

During coaching cycle

Evidence of Completion

Coaching cycle logs; student assessment data

G7.B2.S2 Teachers will participate in school-based professional development targeted to improve classroom instruction.

Action Step 1

WOW Wednesdays

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Non-early release Wednesdays

Evidence of Completion

Professional Development rosters

Facilitator:

Susan Smith

Participants:

All math teachers

Plan to Monitor Fidelity of Implementation of G7.B2.S2

WOW Wednesday

Person or Persons Responsible

All math teachers; Math Coach

Target Dates or Schedule

Non- early release Wednesday

Evidence of Completion

Sign-in logs

Plan to Monitor Effectiveness of G7.B2.S2

Classroom assessments (e.g., CGA, i-Ready)

Person or Persons Responsible

Math teachers; Math Coach

Target Dates or Schedule

Minimum of quarterly

Evidence of Completion

Student assessment data

G7.B3 Lack of fluency in the English language

G7.B3.S1 Provide the instructional staff with strategies to address students who lack English language fluency

Action Step 1

Professional development in effective strategies for students who are not fluent in English.

Person or Persons Responsible

Math Coach; School and District ELL Coaches

Target Dates or Schedule

Early Release days; WOW Wednesday

Evidence of Completion

Professional Development logs

Facilitator:

District facilitators (TBD);

Participants:

Math teachers

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Observing of the implementation of strategies in the classroom through focus walks and principal evaluations

Person or Persons Responsible

Math coach; Principal; Assistant Principal

Target Dates or Schedule

During math classes

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G7.B3.S1

Quarterly district assessments

Person or Persons Responsible

Math coach, Assistant principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data for students

G7.B4 Embracing the concept that all students can learn.

G7.B4.S1 Design and implement lesson studies that demonstrates best practice.

Action Step 1

Multi-week lesson studies for all grade levels K-2 and 3-5 Math

Person or Persons Responsible

Math Coach

Target Dates or Schedule

WOW planning

Evidence of Completion

Completed lesson study; Feedback forms

Facilitator:

Susan Smith

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G7.B4.S1

Focus walks; Principal evaluations; Coach-teacher conferences

Person or Persons Responsible

Math Coach; School Level administration

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback forms; coaching logs; crafted lesson plans

Plan to Monitor Effectiveness of G7.B4.S1

CGA; Lesson-study specific assessment

Person or Persons Responsible

Math Coach and Teachers

Target Dates or Schedule

At the close of each lesson study

Evidence of Completion

Student artifacts

G8. 40% of the students identified as English Language Learners will score at or above the proficiency on the Reading FCAT 2.0

G8.B2 Embracing the concept that all students can learn, despite exceptionality

G8.B2.S1 Design and Implement Lesson Studies that demonstrate Best Practice.

Action Step 1

Multi-week Lesson Studies

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms

Facilitator:

Tarra Jones

Participants:

ELA Teachers

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

Focus Walks Principal Evaluations Coach/Teacher Conferences

Person or Persons Responsible

Coaches Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms Coaching Logs Lesson Plans

Plan to Monitor Effectiveness of G8.B2.S1

CGAs Lesson Study Specific Assessment

Person or Persons Responsible

Coach Teachers

Target Dates or Schedule

At the close of each Lesson Study

Evidence of Completion

Student Artifacts

G8.B3 Lack of fluency in the English language

G8.B3.S1 Utilize district and school level ELL support personnel

Action Step 1

ELL Strategies

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

Facilitator:

Norma Vargas Mary Taormina Tarra Jones

Participants:

ELA Teachers

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Focus Walks Principal Evaluations

Person or Persons Responsible

Reading Coach ELL Support Team Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms

Plan to Monitor Effectiveness of G8.B3.S1

Focus Walks ELL Strategy Implementation Routine data will be collected to check for growth toward proficiency (CGA, Running Records, Teacher Assessments, Student Conversation)

Person or Persons Responsible

Reading Coach ESOL Teacher Administrator District Support Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Data showing progress made in fluency as evidenced by student work, and school/district assessments.

G8.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G8.B4.S1 Provide examples of the Gradual Release Model

Action Step 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Person or Persons Responsible

Reading Coach District Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

Facilitator:

Reading Coach

Participants:

ELA Teachers

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

The Coaching Cycle is dedicated time spent with teachers to craft, implement, and debrief lessons. This cycle will ensure teachers understand and are comfortable teaching in the Gradual Release Model. Video taping will be a part of the process for clarity of where change is necessary.

Person or Persons Responsible

Reading Coach Administrator ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Well crafted lessons Debriefing notes Focus walks that show implementation

Plan to Monitor Effectiveness of G8.B4.S1

Focus Walks Classroom Observations Teacher Evaluations

Person or Persons Responsible

Reading Coach ELA Teachers Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Documented data showing progress in teacher comfort with the Gradual Release Model.

G9. 53% of the students identified as Economically Disadvantaged will score at or above proficiency on the Reading FCAT 2.0

G9.B2 Embracing the concept that all students can learn, despite exceptionality

G9.B2.S1 Design and Implement Lesson Studies that demonstrate Best Practice.

Action Step 1

Multi-week Lesson Studies

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms

Facilitator:

Tarra Jones

Participants:

ELA Teachers

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

Focus Walks Principal Evaluations Coach/Teacher Conferences

Person or Persons Responsible

Coaches Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms Coaching Logs Lesson Plans

Plan to Monitor Effectiveness of G9.B2.S1

CGAs Lesson Study Specific Assessment

Person or Persons Responsible

Coach Teachers

Target Dates or Schedule

At the close of each Lesson Study

Evidence of Completion

Student Artifacts

G9.B3 Lack of fluency in the English language

G9.B3.S1 Utilize district and school level ELL support personnel

Action Step 1

ELL Strategies

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

Facilitator:

Norma Vargas Mary Taormina Tarra Jones

Participants:

ELA Teachers

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Focus Walks Principal Evaluations

Person or Persons Responsible

Reading Coach ELL Support Team Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms

Plan to Monitor Effectiveness of G9.B3.S1

Focus Walks ELL Strategy Implementation Routine data will be collected to check for growth toward proficiency (CGA, Running Records, Teacher Assessments, Student Conversation)

Person or Persons Responsible

Reading Coach ESOL Teacher Administrator District Support Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Data showing progress made in fluency as evidenced by student work, and school/district assessments.

G9.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G9.B4.S1 Provide examples of the Gradual Release Model

Action Step 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Person or Persons Responsible

Reading Coach District Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

Facilitator:

Reading Coach

Participants:

ELA Teachers

Plan to Monitor Fidelity of Implementation of G9.B4.S1

The Coaching Cycle is dedicated time spent with teachers to craft, implement, and debrief lessons. This cycle will ensure teachers understand and are comfortable teaching in the Gradual Release Model. Video taping will be a part of the process for clarity of where change is necessary.

Person or Persons Responsible

Reading Coach Administrator ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Well crafted lessons Debriefing notes Focus walks that show implementation

Plan to Monitor Effectiveness of G9.B4.S1

Focus Walks Classroom Observations Teacher Evaluations

Person or Persons Responsible

Reading Coach ELA Teachers Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Documented data showing progress in teacher comfort with the Gradual Release Model.

G10. 48% of the students identified as Black/African-American will score at or above the proficiency on the Reading FCAT 2.0

G10.B2 Embracing the concept that all students can learn, despite exceptionality

G10.B2.S1 Design and Implement Lesson Studies that demonstrate Best Practice.

Action Step 1

Multi-week Lesson Studies

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms

Facilitator:

Tarra Jones

Participants:

ELA Teachers

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

Focus Walks Principal Evaluations Coach/Teacher Conferences

Person or Persons Responsible

Coaches Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms Coaching Logs Lesson Plans

Plan to Monitor Effectiveness of G10.B2.S1

CGAs Lesson Study Specific Assessment

Person or Persons Responsible

Coach Teachers

Target Dates or Schedule

At the close of each Lesson Study

Evidence of Completion

Student Artifacts

G10.B3 Lack of fluency in the English language

G10.B3.S1 Utilize district and school level ELL support personnel

Action Step 1

ELL Strategies

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

Facilitator:

Norma Vargas Mary Taormina Tarra Jones

Participants:

ELA Teachers

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

Focus Walks Principal Evaluations

Person or Persons Responsible

Reading Coach ELL Support Team Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms

Plan to Monitor Effectiveness of G10.B3.S1

Focus Walks ELL Strategy Implementation Routine data will be collected to check for growth toward proficiency (CGA, Running Records, Teacher Assessments, Student Conversation)

Person or Persons Responsible

Reading Coach ESOL Teacher Administrator District Support Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Data showing progress made in fluency as evidenced by student work, and school/district assessments.

G10.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G10.B4.S1 Provide examples of the Gradual Release Model

Action Step 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Person or Persons Responsible

Reading Coach District Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

Facilitator:

Reading Coach

Participants:

ELA Teachers

Plan to Monitor Fidelity of Implementation of G10.B4.S1

The Coaching Cycle is dedicated time spent with teachers to craft, implement, and debrief lessons. This cycle will ensure teachers understand and are comfortable teaching in the Gradual Release Model. Video taping will be a part of the process for clarity of where change is necessary.

Person or Persons Responsible

Reading Coach Administrator ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Well crafted lessons Debriefing notes Focus walks that show implementation

Plan to Monitor Effectiveness of G10.B4.S1

Focus Walks Classroom Observations Teacher Evaluations

Person or Persons Responsible

Reading Coach ELA Teachers Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Documented data showing progress in teacher comfort with the Gradual Release Model.

G11. 52% of the students identified as Hispanic will score at or above proficiency on the Reading FCAT 2.0

G11.B2 Embracing the concept that all students can learn, despite exceptionality

G11.B2.S1 Design and Implement Lesson Studies that demonstrate Best Practice.

Action Step 1

Multi-week Lesson Studies

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms

Facilitator:

Tarra Jones

Participants:

ELA Teachers

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Focus Walks Principal Evaluations Coach/Teacher Conferences

Person or Persons Responsible

Coaches Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms Coaching Logs Lesson Plans

Plan to Monitor Effectiveness of G11.B2.S1

CGAs Lesson Study Specific Assessment

Person or Persons Responsible

Coach Teachers

Target Dates or Schedule

At the close of each Lesson Study

Evidence of Completion

Student Artifacts

G11.B3 Lack of fluency in the English language

G11.B3.S1 Utilize district and school level ELL support personnel

Action Step 1

ELL Strategies

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

Facilitator:

Norma Vargas Mary Taormina Tarra Jones

Participants:

ELA Teachers

Plan to Monitor Fidelity of Implementation of G11.B3.S1

Focus Walks Principal Evaluations

Person or Persons Responsible

Reading Coach ELL Support Team Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms

Plan to Monitor Effectiveness of G11.B3.S1

Focus Walks ELL Strategy Implementation Routine data will be collected to check for growth toward proficiency (CGA, Running Records, Teacher Assessments, Student Conversation)

Person or Persons Responsible

Reading Coach ESOL Teacher Administrator District Support Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Data showing progress made in fluency as evidenced by student work, and school/district assessments.

G11.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G11.B4.S1 Provide examples of the Gradual Release Model

Action Step 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Person or Persons Responsible

Reading Coach District Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

Facilitator:

Reading Coach

Participants:

ELA Teachers

Plan to Monitor Fidelity of Implementation of G11.B4.S1

The Coaching Cycle is dedicated time spent with teachers to craft, implement, and debrief lessons. This cycle will ensure teachers understand and are comfortable teaching in the Gradual Release Model. Video taping will be a part of the process for clarity of where change is necessary.

Person or Persons Responsible

Reading Coach Administrator ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Well crafted lessons Debriefing notes Focus walks that show implementation

Plan to Monitor Effectiveness of G11.B4.S1

Focus Walks Classroom Observations Teacher Evaluations

Person or Persons Responsible

Reading Coach ELA Teachers Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Documented data showing progress in teacher comfort with the Gradual Release Model.

G12. 60% of all students tested are expected to score at or above 3.5 (proficiency) on the Writing FCAT 2.0.

G12.B2 Embracing the concept that all students can learn, despite exceptionality

G12.B2.S1 Design and Implement Lesson Studies that demonstrate Best Practice.

Action Step 1

Multi-week Lesson Studies LASW

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms Student Writing

Facilitator:

Tarra Jones

Participants:

ELA Teachers

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

Focus Walks Principal Evaluations Coach/Teacher Conferences Student Writing (District/School Prompts)

Person or Persons Responsible

Coaches Teachers Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms Coaching Logs Lesson Plans Student Writing

Plan to Monitor Effectiveness of G12.B2.S1

District/School Writing Prompts Lesson Study Specific Assessment

Person or Persons Responsible

Coach Teachers Administration

Target Dates or Schedule

At the close of each Lesson Study After each prompt has been given and scored

Evidence of Completion

Student Artifacts (Writing Prompts)

G12.B3 Lack of fluency in the English language

G12.B3.S1 Utilize district and school level ELL support personnel

Action Step 1

ELL Strategies

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

Facilitator:

Norma Vargas Mary Taormina Tarra Jones

Participants:

ELA Teachers

Plan to Monitor Fidelity of Implementation of G12.B3.S1

Focus Walks Principal Evaluations

Person or Persons Responsible

Reading Coach ELL Support Team Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms

Plan to Monitor Effectiveness of G12.B3.S1

Focus Walks ELL Strategy Implementation Routine data will be collected to check for growth toward proficiency (CGA, Running Records, Teacher Assessments, Student Conversation)

Person or Persons Responsible

Reading Coach ESOL Teacher Administrator District Support Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Data showing progress made in fluency as evidenced by student work, and school/district assessments.

G12.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G12.B4.S1 Provide examples of the Gradual Release Model

Action Step 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Person or Persons Responsible

Reading Coach District Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

Facilitator:

Reading Coach

Participants:

ELA Teachers

Plan to Monitor Fidelity of Implementation of G12.B4.S1

The Coaching Cycle is dedicated time spent with teachers to craft, implement, and debrief lessons. This cycle will ensure teachers understand and are comfortable teaching in the Gradual Release Model. Video taping will be a part of the process for clarity of where change is necessary.

Person or Persons Responsible

Reading Coach Administrator ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Well crafted lessons Debriefing notes Focus walks that show implementation

Plan to Monitor Effectiveness of G12.B4.S1

Focus Walks Classroom Observations Teacher Evaluations

Person or Persons Responsible

Reading Coach ELA Teachers Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Documented data showing progress in teacher comfort with the Gradual Release Model.

G13. 40% of all ELL students in grades 3-5 will score at or above proficiency on the CELLA.

G13.B2 Embracing the concept that all students can learn, despite exceptionality

G13.B2.S1 Design and Implement a Lesson Studies that demonstrated Best Practice.

Action Step 1

Multi-week Lesson Studies

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms

Facilitator:

Tarra Jones

Participants:

ELA Teachers

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

Focus Walks Principal Evaluations Coach/Teacher Conferences

Person or Persons Responsible

Coaches Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms Coaching Logs Lesson Plans

Plan to Monitor Effectiveness of G13.B2.S1

CGAs Lesson Study Specific Assessment

Person or Persons Responsible

Coach Teachers

Target Dates or Schedule

At the close of each Lesson Study

Evidence of Completion

Student Artifacts

G13.B3 Lack of fluency in the English language

G13.B3.S1 Utilize district and school level ELL support personnel

Action Step 1

ELL Strategies

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

Facilitator:

Norma Vargas Mary Taormina Tarra Jones

Participants:

ELA Teachers

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

Focus Walks Principal Evaluations

Person or Persons Responsible

Reading Coach ELL Support Team Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Forms

Plan to Monitor Effectiveness of G13.B3.S1

Focus Walks ELL Strategy Implementation Routine data will be collected to check for growth toward proficiency (CGA, Running Records, Teacher Assessments, Student Conversation)

Person or Persons Responsible

Reading Coach ESOL Teacher Administrator District Support Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Data showing progress made in fluency as evidenced by student work, and school/district assessments.

G13.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G13.B4.S1 Provide examples of the Gradual Release Model

Action Step 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Person or Persons Responsible

Reading Coach District Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

Facilitator:

Reading Coach

Participants:

ELA Teachers

Plan to Monitor Fidelity of Implementation of G13.B4.S1

The Coaching Cycle is dedicated time spent with teachers to craft, implement, and debrief lessons. This cycle will ensure teachers understand and are comfortable teaching in the Gradual Release Model. Video taping will be a part of the process for clarity of where change is necessary.

Person or Persons Responsible

Reading Coach Administrator ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Well crafted lessons Debriefing notes Focus walks that show implementation

Plan to Monitor Effectiveness of G13.B4.S1

Focus Walks Classroom Observations Teacher Evaluations

Person or Persons Responsible

Reading Coach ELA Teachers Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Documented data showing progress in teacher comfort with the Gradual Release Model.

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

Title I funds supplement the basic education program, allowing the school to purchase classroom materials, books for students, field trips, full time media and professional development for teachers.

Programs for at risk students include TEAM UP for those who qualify.

Title III funds ensure that English Language Learners (ELL) meet the academic content and English proficiency standards.

CHAMPs is implemented in every classroom through Reynolds Lane. We also implement the Second Step Program in grades KG-5 once a week for thirty minutes.

The Community Eligibility Option (CEO) program offers free breakfast and lunch daily to every child enrolled for the 2013-2014 school year. Student enrolled in the after school Team Up program also receive a nutritious dinner.

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 number of students scoring a level 3 or higher in Science on FCAT 2.0 by 5%

G1.B1 Pacing of curriculum to expose students to benchmarks; adequate time for hands on lab experiments

G1.B1.S1 Lab days twice a week

PD Opportunity 1

Regular monitoring of student progress

Facilitator

School-level(math) and District-level(science) Academic Coaches

Participants

5th grade teachers

Target Dates or Schedule

Bi-weekly progress monitoring, Data chats, Conferences

Evidence of Completion

Quarterly performance on district-level CGA's

G2. 57% of all students in grades 3-5 will score at or above achievement level 3 on the math FCAT 2.0.

G2.B2 Use of best practices for instruction and the district instructional model in the math classrooms

G2.B2.S1 Teachers will participate in coaching cycle to develop and implement grade-appropriate strategies based on research-based best practices in mathematics instruction

PD Opportunity 1

Coaching cycle

Facilitator

Susan Smith

Participants

All math teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Coaching cycle documents and logs

G2.B2.S2 Teachers will participate in school-based professional development targeted to improve classroom instruction.

PD Opportunity 1

WOW Wednesdays

Facilitator

Susan Smith

Participants

All math teachers

Target Dates or Schedule

Non-early release Wednesdays

Evidence of Completion

Professional Development rosters

G2.B3 Lack of fluency in the English language

G2.B3.S1 Provide the instructional staff with strategies to address students who lack English language fluency

PD Opportunity 1

Professional development in effective strategies for students who are not fluent in English.

Facilitator

District facilitators (TBD);

Participants

Math teachers

Target Dates or Schedule

Early Release days; WOW Wednesday

Evidence of Completion

Professional Development logs

G2.B4 Embracing the concept that all students can learn.

G2.B4.S1 Design and implement lesson studies that demonstrates best practice.

PD Opportunity 1

Multi-week lesson studies for all grade levels K-2 and 3-5 Math

Facilitator

Susan Smith

Participants

Math Teachers

Target Dates or Schedule

WOW planning

Evidence of Completion

Completed lesson study; Feedback forms

G3. 53% of all students tested are expected to score at or above level 3 on the Reading component of the 2014 FCAT.

G3.B2 Embracing the concept that all students can learn, despite exceptionality

G3.B2.S1 Design and Implement a Lesson Studies that demonstrated Best Practice.

PD Opportunity 1

Multi-week Lesson Studies

Facilitator

Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms

G3.B3 Lack of fluency in the English language

G3.B3.S1 Utilize district and school level ELL support personnel

PD Opportunity 1

ELL Strategies

Facilitator

Norma Vargas Mary Taormina Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

G3.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G3.B4.S1 Provide examples of the Gradual Release Model

PD Opportunity 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Facilitator

Reading Coach

Participants

ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

G4. 51% of the students in the African-American/Black sub-group will score at or above the proficient level on the math FCAT 2.0.

G4.B2 Use of best practices for instruction and the district instructional model in the math classrooms

G4.B2.S1 Teachers will participate in coaching cycle to develop and implement grade-appropriate strategies based on research-based best practices in mathematics instruction

PD Opportunity 1

Coaching cycle

Facilitator

Susan Smith

Participants

All math teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Coaching cycle documents and logs

G4.B2.S2 Teachers will participate in school-based professional development targeted to improve classroom instruction.

PD Opportunity 1

WOW Wednesdays

Facilitator

Susan Smith

Participants

All math teachers

Target Dates or Schedule

Non-early release Wednesdays

Evidence of Completion

Professional Development rosters

G4.B3 Lack of fluency in the English language

G4.B3.S1 Provide the instructional staff with strategies to address students who lack English language fluency

PD Opportunity 1

Professional development in effective strategies for students who are not fluent in English.

Facilitator

District facilitators (TBD);

Participants

Math teachers

Target Dates or Schedule

Early Release days; WOW Wednesday

Evidence of Completion

Professional Development logs

G4.B4 Embracing the concept that all students can learn.

G4.B4.S1 Design and implement lesson studies that demonstrates best practice.

PD Opportunity 1

Multi-week lesson studies for all grade levels K-2 and 3-5 Math

Facilitator

Susan Smith

Participants

Math Teachers

Target Dates or Schedule

WOW planning

Evidence of Completion

Completed lesson study; Feedback forms

G5. 67% of the students in the Hispanic sub-group will score at or above the proficient level on the math FCAT 2.0.

G5.B2 Use of best practices for instruction and the district instructional model in the math classrooms

G5.B2.S1 Teachers will participate in coaching cycle to develop and implement grade-appropriate strategies based on research-based best practices in mathematics instruction

PD Opportunity 1

Coaching cycle

Facilitator

Susan Smith

Participants

All math teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Coaching cycle documents and logs

G5.B2.S2 Teachers will participate in school-based professional development targeted to improve classroom instruction.

PD Opportunity 1

WOW Wednesdays

Facilitator

Susan Smith

Participants

All math teachers

Target Dates or Schedule

Non-early release Wednesdays

Evidence of Completion

Professional Development rosters

G5.B3 Lack of fluency in the English language

G5.B3.S1 Provide the instructional staff with strategies to address students who lack English language fluency

PD Opportunity 1

Professional development in effective strategies for students who are not fluent in English.

Facilitator

District facilitators (TBD);

Participants

Math teachers

Target Dates or Schedule

Early Release days; WOW Wednesday

Evidence of Completion

Professional Development logs

G5.B4 Embracing the concept that all students can learn.

G5.B4.S1 Design and implement lesson studies that demonstrates best practice.

PD Opportunity 1

Multi-week lesson studies for all grade levels K-2 and 3-5 Math

Facilitator

Susan Smith

Participants

Math Teachers

Target Dates or Schedule

WOW planning

Evidence of Completion

Completed lesson study; Feedback forms

G6. 57% of the students identified as having an economic disadvantage sub-group will score at or above the proficient level on the math FCAT 2.0.

G6.B2 Use of best practices for instruction and the district instructional model in the math classrooms

G6.B2.S1 Teachers will participate in coaching cycle to develop and implement grade-appropriate strategies based on research-based best practices in mathematics instruction

PD Opportunity 1

Coaching cycle

Facilitator

Susan Smith

Participants

All math teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Coaching cycle documents and logs

G6.B2.S2 Teachers will participate in school-based professional development targeted to improve classroom instruction.

PD Opportunity 1

WOW Wednesdays

Facilitator

Susan Smith

Participants

All math teachers

Target Dates or Schedule

Non-early release Wednesdays

Evidence of Completion

Professional Development rosters

G6.B4 Embracing the concept that all students can learn.

G6.B4.S1 Design and implement lesson studies that demonstrates best practice.

PD Opportunity 1

Multi-week lesson studies for all grade levels K-2 and 3-5 Math

Facilitator

Susan Smith

Participants

Math Teachers

Target Dates or Schedule

WOW planning

Evidence of Completion

Completed lesson study; Feedback forms

G7. 63% of the students identified as English Language Learners sub-group will score at or above the proficient level on the math FCAT 2.0.

G7.B2 Use of best practices for instruction and the district instructional model in the math classrooms

G7.B2.S1 Teachers will participate in coaching cycle to develop and implement grade-appropriate strategies based on research-based best practices in mathematics instruction

PD Opportunity 1

Coaching cycle

Facilitator

Susan Smith

Participants

All math teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Coaching cycle documents and logs

G7.B2.S2 Teachers will participate in school-based professional development targeted to improve classroom instruction.

PD Opportunity 1

WOW Wednesdays

Facilitator

Susan Smith

Participants

All math teachers

Target Dates or Schedule

Non-early release Wednesdays

Evidence of Completion

Professional Development rosters

G7.B3 Lack of fluency in the English language

G7.B3.S1 Provide the instructional staff with strategies to address students who lack English language fluency

PD Opportunity 1

Professional development in effective strategies for students who are not fluent in English.

Facilitator

District facilitators (TBD);

Participants

Math teachers

Target Dates or Schedule

Early Release days; WOW Wednesday

Evidence of Completion

Professional Development logs

G7.B4 Embracing the concept that all students can learn.

G7.B4.S1 Design and implement lesson studies that demonstrates best practice.

PD Opportunity 1

Multi-week lesson studies for all grade levels K-2 and 3-5 Math

Facilitator

Susan Smith

Participants

Math Teachers

Target Dates or Schedule

WOW planning

Evidence of Completion

Completed lesson study; Feedback forms

G8. 40% of the students identified as English Language Learners will score at or above the proficiency on the Reading FCAT 2.0

G8.B2 Embracing the concept that all students can learn, despite exceptionality

G8.B2.S1 Design and Implement Lesson Studies that demonstrate Best Practice.

PD Opportunity 1

Multi-week Lesson Studies

Facilitator

Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms

G8.B3 Lack of fluency in the English language

G8.B3.S1 Utilize district and school level ELL support personnel

PD Opportunity 1

ELL Strategies

Facilitator

Norma Vargas Mary Taormina Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

G8.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G8.B4.S1 Provide examples of the Gradual Release Model

PD Opportunity 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Facilitator

Reading Coach

Participants

ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

G9. 53% of the students identified as Economically Disadvantaged will score at or above proficiency on the Reading FCAT 2.0

G9.B2 Embracing the concept that all students can learn, despite exceptionality

G9.B2.S1 Design and Implement Lesson Studies that demonstrate Best Practice.

PD Opportunity 1

Multi-week Lesson Studies

Facilitator

Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms

G9.B3 Lack of fluency in the English language

G9.B3.S1 Utilize district and school level ELL support personnel

PD Opportunity 1

ELL Strategies

Facilitator

Norma Vargas Mary Taormina Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

G9.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G9.B4.S1 Provide examples of the Gradual Release Model

PD Opportunity 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Facilitator

Reading Coach

Participants

ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

G10. 48% of the students identified as Black/African-American will score at or above the proficiency on the Reading FCAT 2.0

G10.B2 Embracing the concept that all students can learn, despite exceptionality

G10.B2.S1 Design and Implement Lesson Studies that demonstrate Best Practice.

PD Opportunity 1

Multi-week Lesson Studies

Facilitator

Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms

G10.B3 Lack of fluency in the English language

G10.B3.S1 Utilize district and school level ELL support personnel

PD Opportunity 1

ELL Strategies

Facilitator

Norma Vargas Mary Taormina Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

G10.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G10.B4.S1 Provide examples of the Gradual Release Model

PD Opportunity 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Facilitator

Reading Coach

Participants

ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

G11. 52% of the students identified as Hispanic will score at or above proficiency on the Reading FCAT 2.0

G11.B2 Embracing the concept that all students can learn, despite exceptionality

G11.B2.S1 Design and Implement Lesson Studies that demonstrate Best Practice.

PD Opportunity 1

Multi-week Lesson Studies

Facilitator

Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms

G11.B3 Lack of fluency in the English language

G11.B3.S1 Utilize district and school level ELL support personnel

PD Opportunity 1

ELL Strategies

Facilitator

Norma Vargas Mary Taormina Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

G11.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G11.B4.S1 Provide examples of the Gradual Release Model

PD Opportunity 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Facilitator

Reading Coach

Participants

ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

G12. 60% of all students tested are expected to score at or above 3.5 (proficiency) on the Writing FCAT 2.0.

G12.B2 Embracing the concept that all students can learn, despite exceptionality

G12.B2.S1 Design and Implement Lesson Studies that demonstrate Best Practice.

PD Opportunity 1

Multi-week Lesson Studies LASW

Facilitator

Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms Student Writing

G12.B3 Lack of fluency in the English language

G12.B3.S1 Utilize district and school level ELL support personnel

PD Opportunity 1

ELL Strategies

Facilitator

Norma Vargas Mary Taormina Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

G12.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G12.B4.S1 Provide examples of the Gradual Release Model

PD Opportunity 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Facilitator

Reading Coach

Participants

ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

G13. 40% of all ELL students in grades 3-5 will score at or above proficiency on the CELLA.

G13.B2 Embracing the concept that all students can learn, despite exceptionality

G13.B2.S1 Design and Implement a Lesson Studies that demonstrated Best Practice.

PD Opportunity 1

Multi-week Lesson Studies

Facilitator

Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

During our weekly W.O.W. Common Planning

Evidence of Completion

Completed Lesson Plan Feedback Forms

G13.B3 Lack of fluency in the English language

G13.B3.S1 Utilize district and school level ELL support personnel

PD Opportunity 1

ELL Strategies

Facilitator

Norma Vargas Mary Taormina Tarra Jones

Participants

ELA Teachers

Target Dates or Schedule

Daily and Weekly as support staff is available

Evidence of Completion

Proficiency on class, district, and state assessments

G13.B4 Maintaining Best Practice while implementing a new delivery model for instruction (GRM)

G13.B4.S1 Provide examples of the Gradual Release Model

PD Opportunity 1

Utilize the Coaching Cycle and modeling to ensure all components of the Gradual Release Model are implemented with fidelity.

Facilitator

Reading Coach

Participants

ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading proficiency Teacher Evaluation Classroom Observations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G2. 57% of all students in grades 3-5 will score at or above achievement level 3 on the math FCAT 2.0.

G2.B3 Lack of fluency in the English language

G2.B3.S1 Provide the instructional staff with strategies to address students who lack English language fluency

Action Step 1

Professional development in effective strategies for students who are not fluent in English.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed