



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **Waterleaf Elementary**

450 KERNAN BLVD N

Jacksonville, FL 32225

904-565-8000

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 45%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 56%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b>
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Waterleaf Elementary

##### Principal

Marianne Simon

##### School Advisory Council chair

Shannon Padilla

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

Name	Title
Cynthia Smith	Assistant Principal
Norma Frye	Reading Coach
Shannon Wine	ESE Lead
Laura Kratz	Guidance Counselor
Brent Thurlow	CSS Site Coach

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

##### Date of school board approval of SIP

1/7/2014

### School Advisory Council (SAC)

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

#### Membership of the SAC

Marianne Simon-Principal  
 Shannon Padilla-Chair  
 Nicole Moore-Teacher  
 Lisa Cyr-Teacher  
 Maribel Carmona-Parent  
 Kimberly Walls-Parent  
 Aimee Hendrix-Parent  
 Sherry Langione-Para-Professional  
 Deborah Sanchez-Parent  
 Charyl Callavini-Business Partner  
 Marilyn Viqueta-Business Partner

#### Involvement of the SAC in the development of the SIP

SAC evaluated the goals and objectives each month last year and made suggestions to add or take away items based on how successful they were. They will be a part of the review before the current plan is finalized and help make recommendations throughout the year.

**Activities of the SAC for the upcoming school year**

The SAC is committed to increasing its membership this school year and to make monthly goals to keep all members focused on the issues at hand. The first priorities are the school improvement plan, business partnerships, safety and SAC recruitment.

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

We have a new SAC this year and will be developing a plan for use of the funds. At this time, a plan has not been established.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Marianne Simon**

Principal

Years as Administrator: 9

Years at Current School: 3

**Credentials**

Bachelor's degree in Special Education (K-12)  
Masters in Educational Leadership

**Performance Record**

2012-2013 Principal- Waterleaf Elementary  
Grade A, Reading Mastery 66%, Math  
Mastery 72%, Science Mastery 68%,  
Writing mastery 57%, Reading gains 74%,  
Bottom 25% reading gains 78%, Math  
gains 71%, Bottom 25% math gains 55%,  
Total points 541-A

2011-2012 Principal- Waterleaf Elementary  
Grade A, Reading Mastery 62%, Math  
Mastery 69%, Science Mastery 49%,  
Writing mastery 83%, Reading gains 71%,  
Bottom 25% reading gains 83%, Math  
gains 77%, Bottom 25% math gains 72%,  
Total points 566-A

2010-2011 Principal- Woodland Acres  
Grade A, Reading Mastery 59%, Math  
Mastery 77%, Science Mastery 34%,  
Writing mastery 69%, Reading gains 60%,  
Bottom 25% reading gains 64%, Math  
gains 81%, Bottom 25% math gains 91%,  
Total points 535, gain of 89 points overall  
AYP: Black and Economically

Disadvantaged did not make AYP in  
Reading and Black students did not make  
AYP in Math.

2009-2010- Principal- Woodland Acres  
Elementary

Grade C, Reading Mastery 53%, Math  
Mastery 64%, Science Mastery 23%,  
Writing mastery 74%, Reading gains 51%,  
Bottom 25% reading gains 40%, Math  
gains 40%, Bottom 25% math gains 77%,  
Total points 446, loss of 34 points overall  
AYP: Black and Economically

Disadvantaged did not make AYP in  
Reading and Black students did not make  
AYP in Math.

2008-2009- Principal- Woodland Acres  
Elementary

Grade C, Reading Mastery 62%, Math  
Mastery 64%, Science Mastery 35%, Writing  
mastery 80%, Reading gains 62%, Bottom  
25% reading gains 68%, Math gains 55%,  
Bottom 25% math gains 55%, total points  
481, gained 34 points overall



AYP: Black, Economically Disadvantaged, and Students with Disabilities did not make AYP in Reading or Math.  
 2007-2008- Principal- Woodland Acres Elementary  
 Grade C, Reading Mastery 63%, Math Mastery 60%, Science Mastery 26%, Writing mastery 72%, Reading gains 55%, Bottom 25% reading gains 43%, Math gains 55%, Bottom 25% math gains 73%, total points 447, loss of 66 points overall  
 AYP: Black, Economically Disadvantaged, and Students with Disabilities did not make AYP in Reading or Math.

<b>Cynthia Smith</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 1
<b>Credentials</b>	Masters Degree in Counselor Education Certification-Educational Leadership, guidance and counseling Endorsement-Reading and ESOL	
<b>Performance Record</b>	2012-2013 Wolfson High School-Data has not been released	

**Instructional Coaches**

<b># of instructional coaches</b>	1
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	

Norma Frye		
Full-time / School-based	Years as Coach: 11	Years at Current School: 3
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Elementary Education K-6 Completed District Coaching Academy	
<b>Performance Record</b>	<p>2012-2013 Principal- Waterleaf Elementary Grade A, Reading Mastery 66%, Math Mastery 72%, Science Mastery 68%, Writing mastery 57%, Reading gains 74%, Bottom 25% reading gains 78%, Math gains 71%, Bottom 25% math gains 55%, Total points 541-A</p> <p>2011-2012 - Waterleaf Elementary Grade A, Reading Mastery 62%, Math Mastery 69%, Science Mastery 49%, Writing mastery 83%, Reading gains 71%, Bottom 25% reading gains 83%, Math gains 77%, Bottom 25% math gains 72%, Total points 566-A</p> <p>2010-2011 - Woodland Acres Grade A, Reading Mastery 59%, Math Mastery 77%, Science Mastery 34%, Writing mastery 69%, Reading gains 60%, Bottom 25% reading gains 64%, Math gains 81%, Bottom 25% math gains 91%, Total points 535, gain of 89 points overall AYP: Black and Economically Disadvantaged did not make AYP in Reading and Black students did not make AYP in Math.</p> <p>2009-2010- - Woodland Acres Elementary Grade C, Reading Mastery 53%, Math Mastery 64%, Science Mastery 23%, Writing mastery 74%, Reading gains 51%, Bottom 25% reading gains 40%, Math gains 40%, Bottom 25% math gains 77%, Total points 446, loss of 34 points overall AYP: Black and Economically Disadvantaged did not make AYP in Reading and Black students did not make AYP in Math.</p> <p>2008-2009- Woodland Acres Elementary Grade C, Reading Mastery 62%, Math Mastery 64%, Science Mastery 35%, Writing mastery 80%, Reading gains 62%, Bottom 25% reading gains 68%, Math gains 55%, Bottom 25% math gains 55%, total points</p>	

481, gained 34 points overall  
 AYP: Black, Economically Disadvantaged,  
 and Students with Disabilities did not make  
 AYP in Reading or Math.  
 2007-2008- Woodland Acres  
 Elementary  
 Grade C, Reading Mastery 63%, Math  
 Mastery 60%, Science Mastery 26%,  
 Writing mastery 72%, Reading gains 55%,  
 Bottom 25% reading gains 43%, Math  
 gains 55%, Bottom 25% math gains 73%,  
 total points 447, loss of 66 points overall  
 AYP: Black, Economically Disadvantaged,  
 and Students with Disabilities did not make  
 AYP in Reading or Math.

**Classroom Teachers**

**# of classroom teachers**

57

**# receiving effective rating or higher**

56, 98%

**# Highly Qualified Teachers**

95%

**# certified in-field**

57, 100%

**# ESOL endorsed**

34, 60%

**# reading endorsed**

2, 4%

**# with advanced degrees**

17, 30%

**# National Board Certified**

3, 5%

**# first-year teachers**

2, 4%

**# with 1-5 years of experience**

20, 35%

**# with 6-14 years of experience**

29, 51%

**# with 15 or more years of experience**

8, 14%

## Education Paraprofessionals

### # of paraprofessionals

15

### # Highly Qualified

15, 100%

## Teacher Recruitment and Retention Strategies

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

### Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Meet with mentors weekly to discuss various concerns and issues.
  2. Coach provides support and model demo lessons in classrooms.
  3. Principal will meet with each grade level every other week to provide support.
  4. Encourage participation in professional development that will enhance professional growth.
  5. Team building activities each month and during weekly professional development meetings.
- The leadership is responsible for making sure these efforts occur. The admin team, reading coach, mentors, and lead teachers.

## Teacher Mentoring Program/Plan

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

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We have paired all first year teachers and teachers who are new to Waterleaf with an experienced, effective teacher. They have common planning time built into their schedules every day. At least one of these days should be used to meet with their mentees. Mentors will observe their mentees and provide feedback while also opening up their own classroom for them to visit.

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

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

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

MTSS/RTI meets twice a month. The team attends all districts workshops concerning RtI and brings back any/all relevant info to the faculty and presents at meetings and/or trainings to ensure information is received. An agenda is established based upon teacher concerns in the classroom related to academics and/or behavior. The team discusses the concern(s) and assists the teacher in developing a plan for intervention(s) (tier 2 & 3). The team members meet regularly with the staff to assist in supporting the implemented plans. Assistance may include, but is not limited to, conducting classroom observations, assisting with collecting appropriate data, developing graphs/charts that are used to monitor plan progress. Each member of the RTI team are also members of a school-wide team. For example, reading/writing, math/science, accountability, foundations.

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

The RtI Leadership Team is directly involved with developing and implementing the School Improvement Plan. All members are also part of our Extended Leadership Team, who meet after school weekly to discuss implementation of the SIP. Members will use the problem-solving strategy to look at data, identify needs of the school and individual teachers and students, and will develop strategies and interventions to help meet the goals of the SIP.

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

The admin staff will periodically observe teachers during the MTSS process and provide feedback as necessary. If there seems to be a school-wide issue, we will provide more training during early release. If it is by grade-level, it can be addressed at our weekly meetings and individuals can be called in. Data will be tracked and discussed and those conversations will alert us to who needs further assistance.

### **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**

We will use data from FCAT, District CGA assessments, DAR, iReady, SuccessMaker, IOWA, and teacher-made assessments. Data on absenteeism, referrals, and suspensions will be pulled from Genesis for behavior. Data will be managed through Insight Inform.

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

The RtI Leadership Team will use all information provided from the district level RtI trainings to train the school faculty. The information will be delivered at monthly early release day trainings, monthly faculty meetings, and weekly grade-level meetings. The team members meet regularly with the staff to assist in supporting the implemented plans. Assistance may include, but is not limited to, conducting classroom observations, assisting with collecting appropriate data, developing graphs/charts that are used to monitor plan progress.

### **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 54,000

We offer Extended Day at our school before and after school. Students receive extra enrichment activities like computers, physical fitness activities, and sports programs.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

When analyzing students data, we keep tracked of who is participating in the program and who is not. Students on the computers will be utilizing the same programs from the school day and their progress is tracked through the program and reviewed. Attendance is also tracked as we have found most students who participate in the program have an excellent attendance rate.

**Who is responsible for monitoring implementation of this strategy?**

Jeanne Walker as head of the Extended Day Program in collaboration with administration.

**Literacy Leadership Team (LLT)**

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

Name	Title
Norma Frye	Reading Coach
Dahlia Serag	Kdg Teacher
Mariel Manalo	1st Grade Teacher
Lindsey Culbreth	2nd Grade Teacher
Kim Bergfeld	3rd Grade Teacher
Sara Fretz	4th Grade Teacher
Amanda Weglicki	5th Grade Teacher
Shannon Wine	ESE Lead

**How the school-based LLT functions**

In support of the district’s reading goals and our school based reading goals, we have established a monthly literacy team data review meeting to assist us in aligning with DCPS Comprehensive K-12 Reading Plan. Team members, review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum. We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students. The school-based LLT meets once a month during Early Release days and then plans trainings for other Early Release days and weekly grade-level meetings. Their role is to provide model classrooms for other teachers to come

and observe. They also provide trainings on reading best practices, for example: mini-lesson modeling, literacy centers, guided reading, running records, etc. This team monitors the 25 book implementation and provides school-wide fun activities based on reading.

### **Major initiatives of the LLT**

The two major initiatives are to train and provide modeling for the gradual release method. Teachers seem to skip over the “I do” part. The team will also participate in the Rtl work at the school this year. They will provide valuable input into interventions and strategies needed to move our students.

## **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**

In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K programs at our school follow the reading, writing and math standards used in Kindergarten and integrates social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten. Our Kindergarten students are assessed using CGA's, FLKRS, and teacher made assessments. Within the first 45 days of enrollment, kindergarten students are given two assessments; the FLKRS for kindergarten readiness and the CGA to obtain a pre-reading benchmark. These results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention.

## 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	65%	66%	Yes	68%
American Indian				
Asian	80%	78%	No	82%
Black/African American	51%	46%	No	55%
Hispanic	63%	60%	No	67%
White	73%	71%	No	76%
English language learners				
Students with disabilities	50%	45%	No	54%
Economically disadvantaged	40%	34%	No	45%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	25%	30%
Students scoring at or above Achievement Level 4	107	42%	45%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	119	74%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	43	78%	80%



**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]		30%
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]		20%

**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	61	57%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		50%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	72%	Yes	74%
American Indian				
Asian	85%	84%	No	87%
Black/African American	62%	58%	No	65%
Hispanic	73%	70%	No	75%
White	75%	73%	No	78%
English language learners				
Students with disabilities	62%	59%	No	66%
Economically disadvantaged	60%	56%	No	63%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	32%	35%
Students scoring at or above Achievement Level 4	106	41%	45%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		60%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	112	71%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	29	55%	70%

**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	24	32%	36%
Students scoring at or above Achievement Level 4	27	36%	40%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		70%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%

**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)	5		8
Participation in STEM-related experiences provided for students	200	33%	50%

**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	50	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	6	2%	1%
Students who are not proficient in reading by third grade	32	37%	25%
Students who receive two or more behavior referrals	9	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	4%	2%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

To increase parent involvement in activities planned at the school.  
 To increase parent involvement in SAC.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase attendance in planned activities.	200	30%	50%
Increase participation in SAC	3	1%	5%

**Area 10: Additional Targets**

**Additional targets for the school**

Safety Goal-Decrease the number of class II referrals in grades K-5.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Decrease number of class II referrals by different students	15	3%	1%

## Goals Summary

- G1.** Safety Goal- Decrease the number of class II referrals by the same students
- G2.** Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 by 5 % or more at each grade level. Increase the percentage of students scoring at level 4 and above by at least 5%.
- G3.** Increase the percentage of proficiency (3 ) on the 2014 Spring FCAT 2.0 by 3% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 4% at each grade level.
- G4.** Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 by 4%. Increase the percent of students scoring at level 4 and above by at least 4%.
- G5.** Increase the amount of STEM activities provided to our students.
- G6.** Increase the parent participation in family nights by 10%.
- G7.** Decrease retention rate by 1%
- G8.** The number of students with excessive absences will decrease by 3%. The number of students with excessive tardies and early checkout will decrease by 3%.
- G9.** Decrease the percentage of students who are not reading at grade level by 3rd grade by 12%.
- G10.** Increase the percentage of students scoring a 3.5 on the Florida Writing Assessment from 57% to 65%.

## Goals Detail

### G1. Safety Goal- Decrease the number of class II referrals by the same students

#### Targets Supported

#### Resources Available to Support the Goal

- Classroom Teachers Guidance Counselor Site Coach Foundations Training CHAMPS Positive Reinforcements

#### Targeted Barriers to Achieving the Goal

- Teachers not following through with Foundations
- Lack of resources for severe behaviors

**Plan to Monitor Progress Toward the Goal**

Monthly reports of referrals

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Log of referrals

**G2.** Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 by 5 % or more at each grade level. Increase the percentage of students scoring at level 4 and above by at least 5%.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)

**Resources Available to Support the Goal**

- 1.Classroom Teachers 2. District specialists 3.School Based Coach 4.Reading Materials 5. District Curriculum Guides 6.Edmodo 7.Teacher Academy 8.SuccessMaker 9.Texts in classrooms 10.RTI Intervention

**Targeted Barriers to Achieving the Goal**

- Students reading below grade level

**Plan to Monitor Progress Toward the Goal**

Montior DAR/Reading CGA administration and data collection FCAT 2.0 data

**Person or Persons Responsible**

Admin Reading Coach

**Target Dates or Schedule:**

Fall, Winter, Spring (DAR) Quarterly (CGA) Spring 2014 (FCAT)

**Evidence of Completion:**

Students increase their reading level

**G3.** Increase the percentage of proficiency (3 ) on the 2014 Spring FCAT 2.0 by 3% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 4% at each grade level.

**Targets Supported**

**Resources Available to Support the Goal**

- Classroom Teachers District specialists iReady and Ready Common Core District Curriculum guides Coach Academy Teacher Academy Reflex Math SuccessMaker Curriculum Resources (Investigations and Envision) Gizmo Curriculum Guide Assessmentts

**Targeted Barriers to Achieving the Goal**

- Understanding and Application of Instructional Framework (Gradual Release Model).

### Plan to Monitor Progress Toward the Goal

We will use the CGA data, Successmaker and iReady data to determine the progress of our students.

**Person or Persons Responsible**

Admin

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Data notebooks

**G4.** Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 by 4%. Increase the percent of students scoring at level 4 and above by at least 4%.

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- Classroom Teachers District specialists Curriculum Resources Gizmo's CGA's Baseline Assessment Science Lab

**Targeted Barriers to Achieving the Goal**

- Students reading below grade level.

### Plan to Monitor Progress Toward the Goal

Student data will be analyzed as soon as new data is available using CGA, DAR, and IOWA.

**Person or Persons Responsible**

Admin Reading Coach

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Data Notebook

**G5.** Increase the amount of STEM activities provided to our students.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- District Science Coach
- Parent contacts

**Targeted Barriers to Achieving the Goal**

- Students are not exposed to higher levels of science and math instruction

### Plan to Monitor Progress Toward the Goal

Teachers will discuss usage at weekly training camp meetings, addressing student interest

**Person or Persons Responsible**

Classroom teachers K-5

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Minutes

### G6. Increase the parent participation in family nights by 10%.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Active and involved teachers, staff, and administrators Planned monthly family nights Supportive PTA

**Targeted Barriers to Achieving the Goal**

- Academic nights not heavily attended

### Plan to Monitor Progress Toward the Goal

Check in with each team responsible for events and gather feedback for future planning

**Person or Persons Responsible**

Admin

**Target Dates or Schedule:**

After each event

**Evidence of Completion:**

Notes from meeting survey results attendance logs

### G7. Decrease retention rate by 1%

**Targets Supported**

- EWS - Elementary School

**Resources Available to Support the Goal**

- 1. Classroom Teachers 2. District Specialist 3. School Based Coaches 4. Parents

**Targeted Barriers to Achieving the Goal**

- 1. Novice Teachers/ Students performance below grade level content 2. District level support 3. Time spent with students 4. Lack of Knowledge and Pedagogy/Content

### Plan to Monitor Progress Toward the Goal

Assessment data will be monitored regularly and Academic Improvement plans will be created based on the results of the data. Each student/ parent will understand their plan and the improvements needed to increase proficiency.

**Person or Persons Responsible**

Teachers Coach Administration

**Target Dates or Schedule:**

August 2013-June 2014

**Evidence of Completion:**

Students increased proficiency in all content areas and grade levels.

**G8.** The number of students with excessive absences will decrease by 3%. The number of students with excessive tardies and early checkout will decrease by 3%.

**Targets Supported**

- EWS - Elementary School

**Resources Available to Support the Goal**

- 1. AIT Team 2. School messenger phone call 3.Parent Portal

**Targeted Barriers to Achieving the Goal**

- 1.Education of parents on the importance of attendance and their student's academic success.
- 2.Motivation to come to school for complete school day.

### Plan to Monitor Progress Toward the Goal

Attendance will be calculated at the end of the year to see progress or lack of

**Person or Persons Responsible**

Admin

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

Data collection



**G9. Decrease the percentage of students who are not reading at grade level by 3rd grade by 12%.**

**Targets Supported**

- EWS - Elementary School

**Resources Available to Support the Goal**

- 1. Classroom Teachers 2. District Specialists 3. School Based Coaches 4. Program Materials 5. District Curriculum Guides 6. Coach Academy 7. Teacher Academy 8 Texts in classroom libraries and media center

**Targeted Barriers to Achieving the Goal**

- 1. Students enter current school year reading below grade-level expectations. 2. Students need more opportunity to utilize quality text selections that measure within the CCSS complexity band, and introduce vocabulary and academic concepts 3. Students enter current school year reading below grade-level expectations.

**Plan to Monitor Progress Toward the Goal**

Monitor DAR administration and data collection FCAT 2.0 data

**Person or Persons Responsible**

Specialists

**Target Dates or Schedule:**

Fall, Winter, and Spring Spring 2014

**Evidence of Completion:**

Students increase in reading level Increase of 5% proficiency for each grade level

**G10. Increase the percentage of students scoring a 3.5 on the Florida Writing Assessment from 57% to 65%.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- 1. Classroom Teachers 2. District specialists 3. School Based Coach 4. District Curriculum Guides 5. Teacher Academy

**Targeted Barriers to Achieving the Goal**

- 5. Meaningful and purposeful lessons aligned with data

**Plan to Monitor Progress Toward the Goal**

Monitor Writing CGA administration and data collection FCAT Writing 2.0 data

**Person or Persons Responsible**

Admin Reading Coach

**Target Dates or Schedule:**

Quarterly (CGA) Spring 2014 (FCAT)

**Evidence of Completion:**

Students score "proficient" on grade-appropriate rubrics

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Safety Goal- Decrease the number of class II referrals by the same students

**G1.B1** Teachers not following through with Foundations

**G1.B1.S1** Teachers will get refresher courses on use of Foundations and specifically CHAMPS in the classroom

#### Action Step 1

Provide training for teacher who need a refresher

#### Person or Persons Responsible

Foundations Team Lead Teachers

#### Target Dates or Schedule

Early Release

#### Evidence of Completion

Agendas, observation forms, sign-in sheets

#### Facilitator:

Foundations Team Lead Teachers

#### Participants:

All who have a need for further training based on observations

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

Classroom observations for effective use of Foundations

#### Person or Persons Responsible

Admin

#### Target Dates or Schedule

As scheduled

#### Evidence of Completion

Observation forms and next steps

### Plan to Monitor Effectiveness of G1.B1.S1

Classroom management observation form

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

As scheduled during observations

**Evidence of Completion**

Observation forms

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

Observations in other classrooms

**Person or Persons Responsible**

Identified teachers will go with Admin or coach

**Target Dates or Schedule**

As needed

**Evidence of Completion**

Look for sheets

### Plan to Monitor Effectiveness of G1.B1.S2

Observations in teacher's class

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

As scheduled

**Evidence of Completion**

Observation forms and next steps

**G1.B2** Lack of resources for severe behaviors

**G1.B2.S1** Increase teacher's knowledge of Full-Service Schools and Guidance Counselor Supports

**Action Step 1**

Training with all staff members

**Person or Persons Responsible**

Guidance Counselor

**Target Dates or Schedule**

several time a year

**Evidence of Completion**

Agendas, documents from training

**Facilitator:**

Laura Kratz- Guidance Counselor

**Participants:**

All staff members

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

Discussion of outcomes

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

After each training session

**Evidence of Completion**

Minutes and next steps

## Plan to Monitor Effectiveness of G1.B2.S1

Discussion with teachers about services they need and where to get them

### Person or Persons Responsible

All teachers and Admin

### Target Dates or Schedule

after training sessions

### Evidence of Completion

minutes and next steps

**G2.** Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 by 5 % or more at each grade level. Increase the percentage of students scoring at level 4 and above by at least 5%.

## G2.B1 Students reading below grade level

**G2.B1.S1** Literacy teachers will implement the DCPS Instructional Framework Model, K-5

### Action Step 1

Participate in PD on how to implement the DCPS Instructional Framework Model...I Do, We Do, You Do...through Common Planning time, and weekly grade level meetings with Reading Coach, Lesson Studies...

### Person or Persons Responsible

K-5 Literacy Teachers, Reading Coach

### Target Dates or Schedule

September 2013

### Evidence of Completion

Lesson Plans Classroom observations

### **Action Step 2**

Plan and implement lessons following DCPS Instructional framework with Reading Coach and grade level team during weekly common planning time.

#### **Person or Persons Responsible**

K-5 Literacy teachers, Reading coach

#### **Target Dates or Schedule**

August 2013—June 2014

#### **Evidence of Completion**

Weekly Common Planning Time minutes Lesson Plans

#### **Facilitator:**

Marianne Simon Cynthia Smith Norma Frye Teacher Leaders

#### **Participants:**

K-5 Literacy teachers, Reading coach

### **Action Step 3**

Deliver appropriately-paced lessons that allow all students an opportunity to practice new skills and strategies.

#### **Person or Persons Responsible**

K-5 Literacy teachers

#### **Target Dates or Schedule**

August 2013—June 2014

#### **Evidence of Completion**

Lesson plans Classroom obs

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

All teachers will participate in weekly professional development focusing on how to implement the DCPS Instructional Framework Model...I Do, We Do, You Do. During daily Common Planning time/weekly grade level meetings, the Reading Coach will provide support, using the DCPS Coaching Cycle. The coach will document sessions and follow-up with administration during weekly Leadership meetings in order to communicate needs within the school. Reading Coach and administration will monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional framework.

#### Person or Persons Responsible

Admin Reading Coach

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Lesson Plans Agendas Data Logs

### Plan to Monitor Effectiveness of G2.B1.S1

Lesson plans that include the DCPS Instructional Framework, classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms

#### Person or Persons Responsible

Admin Reading Coach

#### Target Dates or Schedule

Oct 2013 January 2014 April 2014 June 2014

#### Evidence of Completion

CGAs DAR 2014 FCAT 2.0

**G2.B1.S2** Literacy teachers will gain a better understanding of how to select and use complex text to drive instruction, K-5

### **Action Step 1**

Participate in PD related to how to select grade-level appropriate, complex text that provide rigor for all students

#### **Person or Persons Responsible**

K-5 Literacy teachers

#### **Target Dates or Schedule**

August 2013—June 2014

#### **Evidence of Completion**

Lesson plans PD agendas Classroom obs

### **Action Step 2**

Incorporate writing-based performance tasks where students will be asked to respond to one or more text based questions and cite evidence from the text to support their answers.

#### **Person or Persons Responsible**

K-5 Literacy teachers

#### **Target Dates or Schedule**

August 2013—June 2014

#### **Evidence of Completion**

Lesson plans Student work samples/interactive journals/perf tasks Anecdotal notes from conferences Classroom obs

### **Action Step 3**

(K-2) Plan and implement lessons using complex texts: What will keep students engaged in reading and what will make them work? (3-5) Plan and implement lessons for novel studies that will promote opportunities for accountable talk, Socratic Seminars, think-pair-share, literature circles.

#### **Person or Persons Responsible**

K-5 Literacy teachers

#### **Target Dates or Schedule**

August 2013—June 2014

#### **Evidence of Completion**

Lesson plans Student work samples/interactive journals Anecdotal notes from conferences Classroom obs



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

All teachers will participate in professional development related to how to select grade-level appropriate, complex text that provide rigor for all students. In grades 3-5, teachers will plan and implement lessons for novel studies that will promote opportunities for accountable talk, Socratic Seminars, think-pair-share, and literature circles. Reading Coach will provide support to all teachers in selecting and using appropriate texts that are both rigorous and engaging to students. Admin will observe classroom instruction to monitor the implementation of using complex text in all classrooms. The assigned District Literacy Specialist will provide support as needed.

#### Person or Persons Responsible

Admin Reading Coach

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Lesson Plans Observations Logs

### Plan to Monitor Effectiveness of G2.B1.S2

Lesson plans (to include use of complex text/novel studies), classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms

#### Person or Persons Responsible

Admin Reading Coach

#### Target Dates or Schedule

Oct 2013 January 2014 April 2014 June 2014

#### Evidence of Completion

CGAs DAR 2014 FCAT 2.0

**G2.B1.S3** Literacy teachers will differentiate instruction through daily rotations as noted in the Districts Instructional framework.

**Action Step 1**

Participate in PD re: differentiated instruction to meet the needs of all learners via common planning time, support from Reading Coach, professional book studies, and lesson studies.

**Person or Persons Responsible**

K-5 Literacy teachers; Reading Coach

**Target Dates or Schedule**

August 2013—June 2014

**Evidence of Completion**

Common planning time notes Lesson plans PD agendas

**Action Step 2**

Implement daily rotations that directly support needs of all learners as indicated by data and regular progress monitoring.

**Person or Persons Responsible**

K-5 Literacy teachers

**Target Dates or Schedule**

August 2013—June 2014

**Evidence of Completion**

Classroom Obs Lesson plans for small group ins Student data Anecdotal notes

**Action Step 3**

Develop a system to inform students of their appropriate “choices” during daily rotations that are appropriately tiered.

**Person or Persons Responsible**

K-5 Literacy teachers

**Target Dates or Schedule**

August 2013—June 2014

**Evidence of Completion**

Classroom Obs Lesson Plans Student work Menu/choice board

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3**

All teachers will participate in professional developed focused on differentiated instruction to meet the needs of all learners via common planning time, support from Reading Coach, professional book studies, and lesson studies. Reading Coach and admin will observe in classrooms to determine who needs additional support related to implementation. Reading Coach will use DCPS Coaching Cycle to assist any teacher(s) to demonstrate a need for support.

#### **Person or Persons Responsible**

Admin Reading Coach

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Lesson Plans Logs Data Sheets Observations

### **Plan to Monitor Effectiveness of G2.B1.S3**

Lesson plans )to include tiered/leveled activities), classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms

#### **Person or Persons Responsible**

Admin Reading Coach

#### **Target Dates or Schedule**

Oct 2013 January 2014 April 2014 June 2014

#### **Evidence of Completion**

CGAs DAR 2014 FCAT 2.0

**G3.** Increase the percentage of proficiency (3 ) on the 2014 Spring FCAT 2.0 by 3% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 4% at each grade level.

**G3.B1** Understanding and Application of Instructional Framework (Gradual Release Model).

**G3.B1.S1** Collaboration among math teachers to share implementation of Gradual Release Model in classrooms from participation in Teacher Academy.

**Action Step 1**

Collaborate on lessons and their design of Gradual Release Model.

**Person or Persons Responsible**

K-5 Math Teachers

**Target Dates or Schedule**

Weekly August 2013-June 2014

**Evidence of Completion**

Meeting Minutes Lesson Plans

**Action Step 2**

Professional Development- Gradual Release Model

**Person or Persons Responsible**

K-5 Math Teachers

**Target Dates or Schedule**

Faculty Meetings August 2013-June 2014

**Evidence of Completion**

Faculty Meeting Agendas

**Facilitator:**

Marianne Simon Cynthia Smith Norma Frye Teacher Leaders

**Participants:**

K-5 Math Teachers

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

Minutes from the collaborative meetings will be reviewed and meetings may be attended by admin. Observations will be conducted to analyze implementation.

#### Person or Persons Responsible

Lead Teachers Admin

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson Plans Agenda minutes Observations

### Plan to Monitor Effectiveness of G3.B1.S1

Observations will be conducted to document increase use of the gradual release model in math.

#### Person or Persons Responsible

Admin Lead Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Logs Feedback forms

### G3.B1.S2 Participation in Lesson Studies.

#### Action Step 1

Collaborate and design lessons to participate in a lesson study cycle.

#### Person or Persons Responsible

K-5 Math Teachers

#### Target Dates or Schedule

1 per semester/2 yearly per Grade level

#### Evidence of Completion

Lesson Study Cycle Lesson Plans Reflection Documentation

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

Attend lesson study sessions with teachers, observe the lessons, and provide feedback.

#### Person or Persons Responsible

Admin Math Teacher Leaders

#### Target Dates or Schedule

Each semester

#### Evidence of Completion

Logs Lesson Plans Agendas

### Plan to Monitor Effectiveness of G3.B1.S2

Track data to ensure the implementation of lesson study has an impact on student data.

#### Person or Persons Responsible

Admin

#### Target Dates or Schedule

Each semester

#### Evidence of Completion

Data notebooks Logs

### G3.B1.S3 Reading and collaborating on Professional Development text relating to Gradual Release (NCTM, FCTM, etc.)

#### Action Step 1

Read and share articles found in professional development text.

#### Person or Persons Responsible

K-5 Math Teachers

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Meeting Minutes

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

Attend meetings and listen to the conversations around the text.

**Person or Persons Responsible**

Math Lead Teachers Admin

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas Lesson plans

### Plan to Monitor Effectiveness of G3.B1.S3

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### G3.B1.S4 Classroom observations to observe model classrooms implementing Gradual Release.

**Action Step 1**

Visit other classrooms to observe implementation of Gradual Release across various Grade Levels.

**Person or Persons Responsible**

K-5 Math Teachers

**Target Dates or Schedule**

August 2013-June 2014

**Evidence of Completion**

Collaborative Planning

### Plan to Monitor Fidelity of Implementation of G3.B1.S4

Set up a schedule to allow for teachers to observe one another and attend the observation with them.

#### Person or Persons Responsible

Admin Teacher leaders

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Notes taken by teachers Schedule of observations

### Plan to Monitor Effectiveness of G3.B1.S4

Observe the teachers to see if there is a change in practice based on observing others.

#### Person or Persons Responsible

Admin

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Observation forms and feedback

**G4.** Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 by 4%. Increase the percent of students scoring at level 4 and above by at least 4%.

**G4.B1** Students reading below grade level.

**G4.B1.S1** All teachers using and teaching reading strategies- text features, graphs and charts.

#### Action Step 1

Collaborate on lessons and their design on how to teach text features, graphs and charts.

#### Person or Persons Responsible

K-5 Science Teachers

#### Target Dates or Schedule

Weekly August 2013-June 2014

#### Evidence of Completion

Meeting Minutes Lesson Plans



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

Work with the science teachers to ensure they have an understanding of the reading strategies students are learning in reading class.

#### **Person or Persons Responsible**

Admin Reading Coach

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Lesson Plans Observation notes Logs

### **Plan to Monitor Effectiveness of G4.B1.S1**

Observe the use of reading strategies in the science classrooms and provide feedback to teachers.

#### **Person or Persons Responsible**

Admin

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Lesson Plans Observation Notes Logs

### **G4.B1.S2 Using complex text to support science lessons.**

#### **Action Step 1**

Using complex text to support science lessons

#### **Person or Persons Responsible**

K-5 Science Teachers

#### **Target Dates or Schedule**

Daily August 2013-June 2014

#### **Evidence of Completion**

Lesson Plans

### Plan to Monitor Fidelity of Implementation of G4.B1.S2

Teachers should be collaborating on the texts they are choosing for their lessons and discussing the complexity levels. This will be monitored through discussions at our weekly meetings.

**Person or Persons Responsible**

Admin Teacher Leaders

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Agenda minutes Students use of high level text

### Plan to Monitor Effectiveness of G4.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### G4.B1.S3 Using reading data to implement remediation for Below Level Readers.

**Action Step 1**

Collaborative planning with Reading Teachers to discuss low leveled readers and decide on an action plan.

**Person or Persons Responsible**

K-5 Science and ELA Teachers

**Target Dates or Schedule**

August 2013-June 2014

**Evidence of Completion**

Meeting Minutes

### Plan to Monitor Fidelity of Implementation of G4.B1.S3

Weekly meetings will be attended by admin or the minutes will be reviewed each week.

#### Person or Persons Responsible

Admin Reading Coach Teacher Leaders

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Minutes Lesson plans

### Plan to Monitor Effectiveness of G4.B1.S3

Student data from CGA, IOWA, DAR and other assessments will be monitored

#### Person or Persons Responsible

Admin Reading Coach

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Data Notebook

### G5. Increase the amount of STEM activities provided to our students.

#### G5.B1 Students are not exposed to higher levels of science and math instruction

##### G5.B1.S1 Implement NASA curriculum resources in all classrooms

#### Action Step 1

NASA curriculum materials will be utilized in all classrooms

#### Person or Persons Responsible

All classes K-5

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans will indicate use of curriculum

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

Weekly walk-throughs

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans and Student work

### Plan to Monitor Effectiveness of G5.B1.S1

Assessments developed to test effectiveness

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Data from assessments

### G5.B1.S2 Math and Science Night with hands-on activities

**Action Step 1**

Math team will sponsor Math/Science Night

**Person or Persons Responsible**

Math team

**Target Dates or Schedule**

October

**Evidence of Completion**

Attendance sign-in

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

Attendance at family night

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

October

**Evidence of Completion**

Attendance sheet

**Plan to Monitor Effectiveness of G5.B1.S2**

Student discussions in class to follow up family night

**Person or Persons Responsible**

All students who participated

**Target Dates or Schedule**

Immediately following family night

**Evidence of Completion**

Anecdotal notes

**G6. Increase the parent participation in family nights by 10%.**

**G6.B3 Academic nights not heavily attended**

**G6.B3.S1 Combine academic nights with a fun activity**

**Action Step 1**

Link a fun activity with all academic nights

**Person or Persons Responsible**

All teacher led teams Admin

**Target Dates or Schedule**

Each month

**Evidence of Completion**

Calendar Written plan Attendance sheet

### Plan to Monitor Fidelity of Implementation of G6.B3.S1

Monitor event to be sure everything is running smoothly, gather feedback from families

**Person or Persons Responsible**

Admin Reading Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Checklist Notes Attendance log

### Plan to Monitor Effectiveness of G6.B3.S1

Track effectiveness of event by giving a survey

**Person or Persons Responsible**

Team Leads

**Target Dates or Schedule**

After each event

**Evidence of Completion**

Survey results

### G6.B3.S2 Bring in community resources to add excitement (business partners)

**Action Step 1**

Call business partners/free resources to see who wants to participate and when

**Person or Persons Responsible**

AP

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Phone logs Calendar of events

**Action Step 2**

Set up welcome area for business partners and community members to make them feel appreciated

**Person or Persons Responsible**

AP

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Checklist

**Plan to Monitor Fidelity of Implementation of G6.B3.S2**

Check notes from meetings to make sure community members are booked to attend

**Person or Persons Responsible**

Team Leads

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Checklist Notes from meetings

**Plan to Monitor Effectiveness of G6.B3.S2**

Assess effectiveness of family nights

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Checklists Surveys Attendance Logs

**G6.B3.S3** Advertise and provide incentives to students and parents

**Action Step 1**

Create small flier to go home stating contest/deadline

**Person or Persons Responsible**

Team Leads

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Flier

**Action Step 2**

Ask teachers to talk up the event and provide the incentives for attendance

**Person or Persons Responsible**

Team Leads

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance Logs

**Action Step 3**

Plan announcements for students on the morning news

**Person or Persons Responsible**

Ms. Kratz

**Target Dates or Schedule**

Daily until the event is over

**Evidence of Completion**

News recordings Attendance logs



### Plan to Monitor Fidelity of Implementation of G6.B3.S3

Check and make sure all teachers have the incentives ready to go

**Person or Persons Responsible**

Team Leads

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Surveys Ask students

### Plan to Monitor Effectiveness of G6.B3.S3

Track number of people who attended and compare to last year

**Person or Persons Responsible**

Team Leads

**Target Dates or Schedule**

After event

**Evidence of Completion**

Sign-in sheet attendance

### G6.B3.S4 Bring in food from the community

**Action Step 1**

Call Business Partners

**Person or Persons Responsible**

AP Team Leads

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Phone log Participation rate

**Action Step 2**

Purchase food and snacks

**Person or Persons Responsible**

AP PTA

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

checklist

**Plan to Monitor Fidelity of Implementation of G6.B3.S4**

Monitor food stations

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Checklist

**Plan to Monitor Effectiveness of G6.B3.S4**

Track inventory of food and profit from sales

**Person or Persons Responsible**

AP PTA

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Spreadsheet Profit for school

**G7. Decrease retention rate by 1%**

**G7.B1** 1. Novice Teachers/ Students performance below grade level content 2. District level support 3. Time spent with students 4. Lack of Knowledge and Pedagogy/Content

**G7.B1.S1** Identify struggling students within the first few weeks of school.

**Action Step 1**

Participate in professional development; plan lessons and differentiate to meet struggling student's needs.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

August 2013-June 2014

**Evidence of Completion**

Meeting Minutes Common Planning Time Lesson Plans Data collection Anecdotal notes

**Action Step 2**

Monitor the progress students are making on assessments and create future lessons that allow opportunity for struggling students to learn new skills.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

August 2013-June 2014

**Evidence of Completion**

Performance Task Interactive Journals Lesson Plans Student Work

### **Action Step 3**

Continuously support students and use data to drive instruction.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Performance Task Interactive Journals Lesson Plans Student Work

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

Participate in professional development; plan lesson and differentiate to meet struggling student's needs.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Meeting Minutes Common Planning Time Performance Task Interactive Journals Lesson Plans Student Work

### **Plan to Monitor Effectiveness of G7.B1.S1**

Data Chats Common Planning with minutes Formal/Informal Observations Lesson Plan with evidence of differentiated Instruction

#### **Person or Persons Responsible**

Administration Coach Classroom Teachers Testing Coordinator

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Assessments Lesson Plans Logs

**G7.B1.S2** Create an individualized intervention plan to meet that students individual learning needs.

**Action Step 1**

Teachers will use assessment and teacher data to track the proficiency of students

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

August 2013-June 2014

**Evidence of Completion**

Lesson Plans Data Notebook

**Action Step 2**

Keep an individualized notebook on each student's progress.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

August 2013-June 2014

**Evidence of Completion**

Data Notebook Student Work

**Action Step 3**

Teachers will use this data to create and differentiate lessons.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

August 2013-June 2014

**Evidence of Completion**

Lesson Plans Data Notebook

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

Teachers will use assessment and teacher data to track the proficiency of students.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Lesson Plans Data Notebook

### Plan to Monitor Effectiveness of G7.B1.S2

Data Chats Common Planning with minutes Formal/Informal Observations Lesson Plan with evidence of differentiated Instruction

#### Person or Persons Responsible

Administration Coach Classroom Teachers

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Assessments Lesson Plans Logs

**G7.B1.S3** Meet with the parent within a month of initiating that plan and provide strategies parents can use at home with the child.

#### Action Step 1

Provide parents with strategies to implement at home.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Parent Contact Log Sign-in Sheets for events

### **Action Step 2**

Encourage parents to participate in parent activities at school, check the planner daily.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Parent Contact Log Sign-in Sheets for events Student Planners

### **Action Step 3**

Teacher will communicate with the parent weekly, documenting and discussing results on assessments and performance in class.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Parent Contact Log Student Planners Student Data notebooks

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

Provide parents with strategies to implement at home.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Parent Contact Log Sign-in sheets for events

### Plan to Monitor Effectiveness of G7.B1.S3

Dads and Donuts Moms and Muffins Goodies with Grandparents FCAT Night. Orientation, Open House Family Nights

#### Person or Persons Responsible

Administration Teachers PTA

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Parent Logs Parent Portal Sign-In sheets for events

### G7.B1.S4 Continuously updates the parents on their child's progress.

#### Action Step 1

Teacher will communicate with the parent weekly, documenting and discussing results on assessments and performance in class.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Parent Contact Log

#### Action Step 2

Teachers will create ways for parents to be involved in lessons with their child. i.e. teacher website with assignment listings, grade portal, etc.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Oncourse Gradebook



### **Action Step 3**

Teachers will create and utilize parent log to ensure parents are being frequently contacted and the nature of the call.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Parent Log

### **Plan to Monitor Fidelity of Implementation of G7.B1.S4**

Teacher will communicate with the parent weekly, documenting and discussing results on assessments and performance in class.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Parent Contact Log Oncourse Gradebook

### **Plan to Monitor Effectiveness of G7.B1.S4**

Weekly meetings with parents

#### **Person or Persons Responsible**

Teachers Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Parent Contact Log

**G8.** The number of students with excessive absences will decrease by 3%. The number of students with excessive tardies and early checkout will decrease by 3%.

**G8.B1** 1.Education of parents on the importance of attendance and their student's academic success.  
2.Motivation to come to school for complete school day.

**G8.B1.S1** AIT Team

**Action Step 1**

Meet to monitor and discuss plan of action for excessive absences.

**Person or Persons Responsible**

AIT Team: Guidance Counselor and Truancy Officer

**Target Dates or Schedule**

monthly

**Evidence of Completion**

AIT agenda

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

District monitors will keep track of absences.

**Person or Persons Responsible**

AIT Team

**Target Dates or Schedule**

As necessary

**Evidence of Completion**

Logs

### Plan to Monitor Effectiveness of G8.B1.S1

Monitor families compliance of attendance compliance. Analyze student absentee data to observe for decrease absences. Attendance referrals that are submitted to the State Attorney for follow-up.

#### Person or Persons Responsible

Truancy Officer and Guidance Counselor

#### Target Dates or Schedule

As necessary

#### Evidence of Completion

Logs Data collection

### G8.B1.S2 Parents notified of excessive tardies and early checkouts by letter sent home.

#### Action Step 1

Keep track of early checkouts and tardies.

#### Person or Persons Responsible

Front office staff

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Reports from people tracker

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

Send letter home to families.

#### Person or Persons Responsible

Front office staff

#### Target Dates or Schedule

As Necessary

#### Evidence of Completion

Copy of letters

### Plan to Monitor Effectiveness of G8.B1.S2

Will analyze tardies and early check-out data.

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Logs and data collection

### G8.B1.S3 Parents encouraged to utilize grade portal to keep track of absences and tardies.

**Action Step 1**

Update Grade Portal and ensure families have log-in information.

**Person or Persons Responsible**

Teachers and office staff

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Labels created for parents

### Plan to Monitor Fidelity of Implementation of G8.B1.S3

Provide password to families for Grade Portal

**Person or Persons Responsible**

Front office staff

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Labels for passwords and usernames

### Plan to Monitor Effectiveness of G8.B1.S3

Parent survey

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

results of survey

**G8.B1.S4** School Messenger will call parents when students are absence from school that day.

**Action Step 1**

Will send out phone message to families of absent students.

**Person or Persons Responsible**

District

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Emailed message to principal

### Plan to Monitor Fidelity of Implementation of G8.B1.S4

Parents call to correct attendance-need to correct

**Person or Persons Responsible**

parents/front office

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Attendance records

## Plan to Monitor Effectiveness of G8.B1.S4

Attendance team will note if phone calls are making a difference

### Person or Persons Responsible

AIT

### Target Dates or Schedule

As scheduled

### Evidence of Completion

Logs and agendas

**G9.** Decrease the percentage of students who are not reading at grade level by 3rd grade by 12%.

**G9.B1** 1. Students enter current school year reading below grade-level expectations. 2. Students need more opportunity to utilize quality text selections that measure within the CCSS complexity band, and introduce vocabulary and academic concepts 3. Students enter current school year reading below grade-level expectations.

**G9.B1.S1** All literacy teachers will implement the DCPS Instructional Framework Gradual Release Model (Introduction, I DO, WE DO, YOU DO, Closure) with fidelity.

### Action Step 1

Plan and implement lessons following the DCPS Instructional Framework Model (Introduction, I DO, WE DO, YOU DO, Closure) with the school-based Literacy Coach and grade level team during common planning time meetings.

### Person or Persons Responsible

3-5 Literacy Teachers, School-based Literacy Coach

### Target Dates or Schedule

August 2013- June 2014

### Evidence of Completion

Lesson plans, Common Planning time meeting minutes

### **Action Step 2**

Deliver appropriate-paced lessons that allow all students to practice new skills and strategies.

#### **Person or Persons Responsible**

3-5 Literacy Teachers

#### **Target Dates or Schedule**

August 2013- June 2014

#### **Evidence of Completion**

Lesson plans, student data

### **Action Step 3**

Participate in professional development on how to implement the Instructional Framework Model (Introduction, I DO, WE DO, YOU DO, Closure) with fidelity through Teacher Academy, Common Planning Time with school-based coaches and Lesson Studies.

#### **Person or Persons Responsible**

3-5 Literacy Teachers

#### **Target Dates or Schedule**

August 2013- June 2014

#### **Evidence of Completion**

Lesson Plans

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

Participate in professional development opportunities to understand how to effectively implement the DCPS Instructional Framework Model and implement the DCPS Instructional Framework model in every classroom with fidelity.

#### **Person or Persons Responsible**

\*3-5 Literacy teachers \*School-based Literacy coach \*Literacy Specialist

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

\*Lesson Plans \*Student work \*Common Planning meeting minutes \*Anecdotal notes \*Performance tasks

## Plan to Monitor Effectiveness of G9.B1.S1

\*Lesson plans (to include DCPS Instructional Framework Model) \*Classroom walk-throughs \*Formal/ Informal observations \*Quarterly data chats \*Common planning time meeting minutes DCPS Coaching cycle feedback forms

### Person or Persons Responsible

Administration 3-5 ELA Director

### Target Dates or Schedule

October 2013 January 2014 April 2014 June 2014

### Evidence of Completion

\*Curriculum guide assessments \*DAR \*FCAT 2.0 2014

**G9.B1.S2** All literacy teachers will engage in the use of understanding how to use complex text to drive instruction in the classroom.

### Action Step 1

Plan and implement lessons for Novel Studies that promote opportunities for accountable talk and student interaction

#### Person or Persons Responsible

3-5 Literacy Teachers

#### Target Dates or Schedule

August 2013- June 2014

#### Evidence of Completion

Lesson plans, student work, interactive journals, anecdotal notes

### Action Step 2

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion



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

Participate in professional development opportunities to understand how to use grade-level appropriate, complex text to drive instruction in the classroom through the implementation of Novel studies, Literature circles, Socratic seminars, and how to model producing written responses to text-dependent questions while citing evidence from the text.

#### **Person or Persons Responsible**

\*3-5 Literacy teachers \*School-based Literacy coach \*Literacy Specialist

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

\*Lesson Plans \*Student work \*Common Planning meeting minutes \*Anecdotal notes \*Performance tasks

### **Plan to Monitor Effectiveness of G9.B1.S2**

\*Lesson plans (to include use of complex text/novel studies) \*Classroom walk-throughs \*Formal/Informal observations \*Quarterly data chats \*Common planning time meeting minutes DCPS Coaching cycle feedback forms

#### **Person or Persons Responsible**

Administration 3-5 ELA Director

#### **Target Dates or Schedule**

October 2013 January 2014 April 2014 June 2014

#### **Evidence of Completion**

\*Curriculum guide assessments \*DAR \*FCAT 2.0 2014

**G9.B1.S3** All literacy teachers will differentiate instruction daily for all students through the implementation of the DCPS Instructional Framework, center rotations, etc.

**Action Step 1**

Participate in professional development on how to differentiate instruction to meet the needs of all students through Common Planning time sessions with the school based Literacy Coach, lesson studies, etc.

**Person or Persons Responsible**

3-5 Literacy Teachers, School-based Literacy Coach

**Target Dates or Schedule**

August 2013- June 2014

**Evidence of Completion**

Lesson plans, common planning time mtg min

**Action Step 2**

Provide intensive maintenance and enrichment instruction of rotating groups of students, or to individual students based on needs as indicated by student data reports

**Person or Persons Responsible**

3-5 Literacy Teachers

**Target Dates or Schedule**

August 2013- June 2014

**Evidence of Completion**

Lesson plans, student data, anecdotal notes

**Plan to Monitor Fidelity of Implementation of G9.B1.S3**

Differentiate instruction daily based on individual students' needs through implementation of Daily Center Rotations, Unit menus/choice boards, leveled tasks, and/or tiered learning activities.

**Person or Persons Responsible**

\*3-5 Literacy teachers \*School-based Literacy coach \*Literacy Specialist

**Target Dates or Schedule**

August 2013-June 2014

**Evidence of Completion**

\*Lesson Plans \*Student work \*Common Planning meeting minutes \*Anecdotal notes \*Performance tasks

### Plan to Monitor Effectiveness of G9.B1.S3

\*Lesson plans (to include tiered/leveled activities) \*Classroom walk-throughs \*Formal/Informal observations \*Quarterly data chats \*Common planning time meeting minutes DCPS Coaching cycle feedback forms

#### Person or Persons Responsible

Administration 3-5 ELA Director

#### Target Dates or Schedule

October 2013 January 2014 April 2014 June 2014

#### Evidence of Completion

\*Curriculum guide assessments \*DAR \*FCAT 2.0 2014

**G9.B1.S4** All literacy teachers will participate in professional development opportunities to support higher-level thinking strategies for all students.

#### Action Step 1

Participate in professional development on Webb's Depth of Knowledge levels through Lesson Study opportunities with the school based Literacy Coach.

#### Person or Persons Responsible

3-5 Literacy Teachers, School-based Literacy Coach

#### Target Dates or Schedule

August 2013- June 2014

#### Evidence of Completion

Lesson plans, student work samples, coaching cycle feedback form.

#### Action Step 2

Increase the level of higher-order thinking skills by asking questions like, "Why?" "Why Not?" and "How?"; provide students with opportunities to respond to the lesson's Essential Question each day.

#### Person or Persons Responsible

3-5 Literacy Teachers

#### Target Dates or Schedule

August 2013- June 2014

#### Evidence of Completion

Lesson plans, student work samples, interactive journals with teacher feedback

### **Action Step 3**

Incorporate writing-based performance tasks where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their responses.

#### **Person or Persons Responsible**

3-5 Literacy Teachers

#### **Target Dates or Schedule**

August 2013- June 2014

#### **Evidence of Completion**

Lesson plans

### **Plan to Monitor Fidelity of Implementation of G9.B1.S4**

Participate in professional development opportunities to support higher-level thinking strategies for all students through the implementation of Webb's Depth of Knowledge, writing-based performance tasks, and an increased exposure to responding orally and in writing to text-dependent questions.

#### **Person or Persons Responsible**

\*3-5 Literacy teachers \*School-based Literacy coach \*Literacy Specialist

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

\*Lesson Plans \*Student work \*Common Planning meeting minutes \*Anecdotal notes \*Performance tasks

### **Plan to Monitor Effectiveness of G9.B1.S4**

\*Lesson plans (to include higher-level thinking strategies) \*Classroom walk-throughs \*Formal/Informal observations \*Quarterly data chats \*Common planning time meeting minutes DCPS Coaching cycle feedback forms

#### **Person or Persons Responsible**

Administration 3-5 ELA Director

#### **Target Dates or Schedule**

October 2013 January 2014 April 2014 June 2014

#### **Evidence of Completion**

Curriculum guide assessments \*DAR \*FCAT 2.0 2014

**G10.** Increase the percentage of students scoring a 3.5 on the Florida Writing Assessment from 57% to 65%.

**G10.B3** 5. Meaningful and purposeful lessons aligned with data

**G10.B3.S1** Literacy teachers will implement the DCPS Instructional Framework Model, K-5 (no longer using Writer's Workshop)

**Action Step 1**

Participate in PD on how to implement the DCPS Instructional Framework Model as it relates to writing instruction through Common Planning time, and weekly grade level meetings with Reading Coach, Lesson Studies.

**Person or Persons Responsible**

K-5 Literacy Teachers, Reading Coach

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Lesson Plans Classroom obs

**Action Step 2**

Plan and implement lessons following DCPS Instructional framework as it relates to writing instruction with Reading Coach and grade level team during weekly common planning time.

**Person or Persons Responsible**

K-5 Literacy teachers, Reading coach

**Target Dates or Schedule**

August 2013—June 2014

**Evidence of Completion**

Weekly Common Planning Time minutes Lesson Plans Writing journals

**Action Step 3**

Deliver appropriately-paced reading/writing lessons that allow all students an opportunity to practice new skills and strategies.

**Person or Persons Responsible**

K-5 Literacy teachers

**Target Dates or Schedule**

August 2013—June 2014

**Evidence of Completion**

Lesson plans Classroom obs Writing journals

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

All teachers will participate in weekly professional development focusing on how to implement the DCPS Instructional Framework Model as it relates to writing instruction. During daily Common Planning time/ weekly grade level meetings, the Reading Coach will provide support, using the DCPS Coaching Cycle. The coach will document sessions and follow-up with administration during weekly Leadership meetings in order to communicate needs within the school. Reading Coach and administration will monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional framework.

**Person or Persons Responsible**

Admin Reading Coach

**Target Dates or Schedule**

August 2013-June 2014

**Evidence of Completion**

Agendas Lesson Plans Logs Data Notebooks Student Work

**Plan to Monitor Effectiveness of G10.B3.S1**

Lesson plans that include the DCPS Instructional Framework, classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms

**Person or Persons Responsible**

Admin Reading Coach

**Target Dates or Schedule**

Oct 2013 January 2014 April 2014 June 2014

**Evidence of Completion**

Writing CGAs 2014 FCAT Writing 2.0

**G10.B3.S2** Literacy teachers will gain a better understanding of how to effectively teaching reading and writing together, K-5.

**Action Step 1**

Participate in PD related to how to effectively/efficiently integrate reading and writing instruction.

**Person or Persons Responsible**

K-5 Literacy teachers

**Target Dates or Schedule**

August 2013—June 2014

**Evidence of Completion**

Lesson plans PD agendas Classroom obs

**Action Step 2**

Incorporate writing-based performance tasks where students will be asked to respond to one or more text based questions and cite evidence from the text to support their answers.

**Person or Persons Responsible**

K-5 Literacy teachers

**Target Dates or Schedule**

August 2013—June 2014

**Evidence of Completion**

Lesson plans Student work samples/interactive journals/perf tasks Anecdotal notes from conferences Classroom obs

**Plan to Monitor Fidelity of Implementation of G10.B3.S2**

All teachers will participate in professional development related to how to integrate reading and writing into a true language arts block. Reading Coach will provide support to all teachers as needed. Admin will observe classroom instruction to monitor the implementation of integration. The assigned District Literacy Specialist will provide support as needed.

**Person or Persons Responsible**

Admin Reading Coach

**Target Dates or Schedule**

August 2013-June 2014

**Evidence of Completion**

Agendas Lesson Plans Logs Data Notebooks

## **Plan to Monitor Effectiveness of G10.B3.S2**

Lesson plans (demonstrating integration of reading and writing), classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms

### **Person or Persons Responsible**

Admin Reading Coach

### **Target Dates or Schedule**

Oct 2013 January 2014 April 2014 June 2014

### **Evidence of Completion**

Writing CGAs 2014 FCAT Writing 2.0



## 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. Safety Goal- Decrease the number of class II referrals by the same students

#### G1.B1 Teachers not following through with Foundations

**G1.B1.S1** Teachers will get refresher courses on use of Foundations and specifically CHAMPS in the classroom

##### **PD Opportunity 1**

Provide training for teacher who need a refresher

##### **Facilitator**

Foundations Team Lead Teachers

##### **Participants**

All who have a need for further training based on observations

##### **Target Dates or Schedule**

Early Release

##### **Evidence of Completion**

Agendas, observation forms, sign-in sheets

**G1.B2** Lack of resources for severe behaviors

**G1.B2.S1** Increase teacher's knowledge of Full-Service Schools and Guidance Counselor Supports

**PD Opportunity 1**

Training with all staff members

**Facilitator**

Laura Kratz- Guidance Counselor

**Participants**

All staff members

**Target Dates or Schedule**

several time a year

**Evidence of Completion**

Agendas, documents from training

**G2.** Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 by 5 % or more at each grade level. Increase the percentage of students scoring at level 4 and above by at least 5%.

**G2.B1** Students reading below grade level

**G2.B1.S1** Literacy teachers will implement the DCPS Instructional Framework Model, K-5

**PD Opportunity 1**

Plan and implement lessons following DCPS Instructional framework with Reading Coach and grade level team during weekly common planning time.

**Facilitator**

Marianne Simon Cynthia Smith Norma Frye Teacher Leaders

**Participants**

K-5 Literacy teachers, Reading coach

**Target Dates or Schedule**

August 2013—June 2014

**Evidence of Completion**

Weekly Common Planning Time minutes Lesson Plans

**G3.** Increase the percentage of proficiency (3 ) on the 2014 Spring FCAT 2.0 by 3% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 4% at each grade level.

**G3.B1** Understanding and Application of Instructional Framework (Gradual Release Model).

**G3.B1.S1** Collaboration among math teachers to share implementation of Gradual Release Model in classrooms from participation in Teacher Academy.

**PD Opportunity 1**

Professional Development- Gradual Release Model

**Facilitator**

Marianne Simon Cynthia Smith Norma Frye Teacher Leaders

**Participants**

K-5 Math Teachers

**Target Dates or Schedule**

Faculty Meetings August 2013-June 2014

**Evidence of Completion**

Faculty Meeting Agendas

## Appendix 2: Budget to Support School Improvement Goals