



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Pine Estates Elementary School

10741 PINE ESTATES RD E

Jacksonville, FL 32218

904-696-8767

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 79%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 90%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> C
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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
Focus Year 1	2	Wayne Green

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

## Current School Status

### School Information

**School-Level Information**

**School**

Pine Estates Elementary School

**Principal**

Michelle Quarles

**School Advisory Council chair**

DuVon Yarborough

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

Name	Title
Michelle Quarles	Principal
Lasha Hill	Assistant Principal
Shaakera Thomas	Reading Coach
Teri Washington	Math Coach
Shakesha Swift	Guidance Counselor
Anjalonette Lundy	Reading Interventionist
Rebecca Cook	Fifth Grade Science Teacher

**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**

- Michelle Quarles, Principal
- DuVon Yarborough, SAC Chair
- Mary Wilson, Community/Business Partner
- Bernice Moss, Educational Support
- Virgie Yarborough, Parent
- Indira Suriel, Teacher
- Jason Reid, Community/Business Partner

**Involvement of the SAC in the development of the SIP**

Each year, the School Advisory Council is provided the opportunity to work collaboratively with the principal and staff members to develop goals and objectives and identify strategies for school improvement. Throughout the school-year, SAC members participate in a variety of activities that are designed to monitor and adjust SIP objectives and goals as needed.

These activities include but are not limited to the following:

- Input on the development of the school budget and use of the School Improvement Funding
- Review of the FLDOE School Accountability Report, School Grade, assessment data and the establishment of annual academic goals
- Participation in the Mid-Year Stakeholder’s Assessment to provide input and suggested changes to the School Improvement Plan
- Participation in the analysis of the end of the year assessment data to include District and State Assessments

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

The School Advisory Council (SAC) will meet a minimum of 8 times per year to assist with the preparation and evaluation of the School Improvement Plan, Parent Involvement Plan, and Parent Compact. SAC members will recommend various support services and activities to the Principal. In addition, SAC will be provided student performance data, causes of performance, and next steps to improve student achievement.

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

Saturday School Enrichment Program (reading, writing, math and science)  
 Reading Celebration and Incentives for students

**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:**

**Michelle Quarles**

Principal

Years as Administrator: 11

Years at Current School: 2

**Credentials**

Bachelors of Arts - University of North Florida  
 Master of Education: Educational Leadership - University of North Florida  
 Certification: Educational Leadership  
 School Principal (all Levels) State of Florida

**Performance Record**

Principal, Pine Estates Elementary School 2012 - 2013  
 School Grade: 403 D  
 Reading: 41 % proficiency  
 Math: 44% proficiency  
 Reading Gains: 66% of students made gains.  
 Reading Bottom Quartile: 66% of Bottom Quartile students made learning gains in reading.  
 Math Gains: 58%  
 Math Bottom Quartile: 70% of Bottom Quartile students made learning gains in math.  
 Science: Increased proficiency in science from 9% to 50%.  
 Writing: 17% proficiency  
 Principal, Sallye B. Mathis Elementary School 2011-2012:  
 Increased the school grade from 399 points D to a C 438 points.  
 Writing: Increased proficiency from 22% to 78%  
 Reading: Increased proficiency from 42% - 45%  
 Reading Gains: Increased Reading gains from 55% to 63%  
 Reading Bottom Quartile: Increased Reading Bottom Quartile from 47% - 71%  
 Math: Decrease in Math proficiency from 70% to 48%  
 Math Gains: Increased Math Gains from 56% to 60%  
 Math Bottom Quartile: Increased Math Bottom Quartile from 43% to 47%  
 Principal, Sallye B. Mathis Elementary School 2010-2011:  
 Increased Writing: 98% of students scored at level 3 or above, improving the overall AYP by 22% points from to 76 to 98%.  
 Math: 70% of students were proficient and 66% made learning gains.  
 Reading: 58% were proficient and 55% made learning gains.  
 Principal, John Love Elementary School 2009 – 2010:  
 Increased the school grade by 18 points from 472 C to 490 C.  
 John Love Elementary School had the highest third grade math gains in the DCPS District and the fourth highest reading gains.  
 Writing: 82% of students were proficient and 100% of students scored at level 3 or above. Overall AYP: 92%.  
 Principal, John Love Elementary School 2008 – 2009: Increased the school grade by 35 points from 437 C to 472 C, Reading Mastery: 51%, Math Mastery: 43%, Science Mastery: 30%, Writing: 83% scored at 3.5 or higher and 90% scored at 3 as required by NCLB. Writing Proficiency met. Overall AYP: 85%  
 Principal, John Love Elementary School 2007 – 2008: Grade C,



Reading Mastery: 53%, Math Mastery: 47%, Science Mastery: 15%, Writing: 84% scored at 3.5 or higher and 97% scored at 3 as required by NCLB. Reading and Writing Proficiency met, Overall AYP: 92%

Vice Principal, Richard L. Brown Elementary in 2006 - 2007: Increased the school grade from a C to a B. Reading Mastery: 68%, Math Mastery: 57%, Writing 82%, AYP: Reading, Writing and Math Proficiency met. Overall AYP: 92%

**LaSha Hill**

Asst Principal

Years as Administrator: 6

Years at Current School: 1

**Credentials**

Bachelor of Arts - Florida A & M University  
 Master of Education: Educational Leadership- University of North Florida  
 Certifications:  
 Educational Leadership (All Levels)  
 School Principal (All Levels) State of Florida  
 English 5-9

**Performance Record**

Assistant Principal, Samuel W. Wolfson 2008-09  
 School Grade: C  
 Increased the school grade from 422 (D) to 448 (C)  
 Reading Grains: Increased from 35 % Proficiency to 46% Proficiency  
 Reading Bottom Quartile: Increased from 45% Proficiency to 48% Proficiency: Assistant Principal Over Reading  
 Assistant Principal, Paxon Middle School 2009-11  
 School Grade: C  
 Increased the school grade from 427 (D) to 440 (C)  
 Reading Grains: Increased from 33 % Proficiency to 58% Proficiency  
 Reading Bottom Quartile: Increased from 64% Proficiency to 68% Proficiency  
 Assistant Principal Over Reading  
 School Grade Dropped 2010-11 from 440 (C) to 408 (D)  
 Reading Grains: Increased from 33 % Proficiency to 50% Proficiency  
 Reading Bottom Quartile: Stayed the same from 68% Proficiency to 68% Proficiency  
 Assistant Principal Over Reading

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Shaakera Thomas		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelors of Art- English Literature, Minor Political Science Masters of Education- Educational Leadership Certification: Elementary Education K-6 and Educational Leadership, All Levels	
<b>Performance Record</b>	Reading Coach, Pine Estates Elementary School 2012-2013: Grade C Increased 3rd grade Reading Proficiency by 9 percentage points from 36% to 45% 5th Grade Teacher, Chaffee Trail Elementary School 2011-2012: Grade B As a 5th grade ELA teacher, I increased the reading proficiency of my students from 63% to 72%. 5th Grade Teacher, Andrew A. Robinson Elementary School 2010-2011: Grade D As a 5th grade ELA teacher, I increased the reading proficiency of my students from 13% to 71%. Lowest 25% Making Learning Gains: 49% Learning Gains: 60% Inclusion Teacher 3rd Grade Teacher, Andrew A. Robinson Elementary School 2009-2010: Grade C Reading Proficiency: 50% 3rd Grade Teacher, Andrew A. Robinson Elementary School 2008-2009: Grade A As a 3rd grade ELA teacher, I increased the reading proficiency of my students from 31% to 58% As a result, my students had the highest reading scores in 3rd grade on the FCAT. 3rd Grade Teacher, Andrew A. Robinson Elementary School 2007-2008: Grade C As a 3rd grade ELA teacher, I increased the reading proficiency of my students from 34% to 55%	

<b>Teri Washington</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Mathematics	
<b>Credentials</b>	<ul style="list-style-type: none"> <li>*Bachelors of Arts, Business Administration, Minor Management</li> <li>*Masters of Management Public Administration</li> <li>*Masters of Education, Curriculum and Instruction</li> <li>*Clinical Educator Training (CET)</li> <li>*Curriculum and Math Institute</li> <li>*University of Florida, Lastinger Inquiry Study</li> <li>*Math Summer Institute</li> <li>*Instructional Coach Academy</li> <li>*Certification in Elementary Education (K-6)</li> </ul>	
<b>Performance Record</b>	<p>5th Grade Teacher-, North Shore Elementary 2012-2013: Grade B As a 5th grade Math teacher, I increased the math proficiency of my students from 71%- 80%</p> <p>5th Grade Teacher North Shore Elementary 2011-2012: Grade D, My math scores increased from 62% - 71%</p> <p>6th Grade Teacher North Shore Elementary: 2010-2011: Grade F ; My scores increased from 56% - 62%</p> <p>6th Grade Teacher North Shore Elementary; 2009- 2010: Grade F; My scores increased from 37% - 49%</p>	

**Classroom Teachers**

<b># of classroom teachers</b>	23
<b># receiving effective rating or higher</b>	0%
<b># Highly Qualified Teachers</b>	65%
<b># certified in-field</b>	23, 100%
<b># ESOL endorsed</b>	4, 17%
<b># reading endorsed</b>	0, 0%
<b># with advanced degrees</b>	8, 35%
<b># National Board Certified</b>	0, 0%

**# first-year teachers**

4, 17%

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

8, 35%

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

8, 35%

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

3, 13%

**Education Paraprofessionals**

**# of paraprofessionals**

1

**# Highly Qualified**

1, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

**# receiving effective rating or higher**

**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**

Mentor/Buddy Teacher: Newly hired teachers are assigned a buddy teacher and a mentor. Teach for America Teachers are provided with support from the Program Director. The Teach for America Program Director works in conjunction with our Instructional Coaches to assist new teachers with professional development.

Principal

Assistant Principal

PDF

District CADRE

Teach For America Program Director

Instructional Coaches

Common Planning Time: New teachers are expected to spend 40 minutes weekly collaborating and planning with their team members and mentor teacher during the school year. During this time new hires work with colleagues to examine multiple sources of data about teaching, including lesson plans, student work, use of assessments, and teacher reflection about teaching and learning.

Principal

Assistant Principal

School Instructional Coaches

District Specialists

Mentoring and Induction for Novice Teachers (MINT): New teachers participate in the district-sponsored Mentor and Induction for Novice Teacher Program. They attend workshops on classroom management, curriculum and instruction. The principal, mentor and District Cadre also provides assistance and support through formal and informal observations, modeling, and the development of Individual Professional Development Plans.

Principal  
Professional Development Facilitator  
District Cadre  
Mentor Teachers

On Going Professional Development: All teachers earn in-service points by attending ongoing professional opportunities during bi-weekly Early Release Day sessions on Wednesdays.

Principal  
Assistant Principal  
School Instructional Coaches

### 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

All first year/novice teachers are required to participate in and complete all components of the DCPS'S MINT (Mentoring and Introduction for Novice Teachers) Program. Novice teachers and their Mentors will meet weekly to discuss evidence-based strategies for each domain of the teacher evaluation. The mentor is given time to observe the new teachers. Time is also provided for the new teacher to receive feedback and coaching from their mentor teacher. The mentor and new teacher will establish time to plan lessons based upon feedback from collegial observations. Instructional Coaches will also model lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies. Mentor and teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning.

Shaakera Thomas (Mentor)

Bryan Kinser (New Teacher)

Mr. Kinser is a first year teacher. Ms. Thomas is the Reading Coach with over 7 years of experience in Elementary Education. She is an experienced teacher who has shown significant learning gains in the area of reading.

Teri Washington (Mentor)

Taneshia Atwater (MINT Teacher)

Ms. Atwater is a second year teacher. Ms. Washington has over 6 years of experience in elementary education. Her knowledge of the intermediate grade levels, specifically math will assist Ms. Atwater in gaining the necessary skills needed to become an effective teacher.

Shaakera Thomas (Mentor)

Angel Holsey (MINT Teacher)

Ms. Holsey is a second year teacher. Ms. Thomas is the Reading Coach with over 7 years of experience in Elementary Education. She is an experienced teacher who has shown significant learning gains in the area of reading.

Cynthia Wright (Mentor)

Linsey Garner (MINT Teacher)

Ms. Garner is a first year teacher. Ms. Wright is a reading interventionist with over 28 years of experience in Elementary Education. She is an experienced teacher who has shown significant learning gains in the area of reading.

Cynthia Diggert (Mentor)

Autumn Carter (MINT Teacher)

Ms. Carter is a second year teacher. Ms. Diggert is an experienced teacher with over 27 years of experience in Elementary Education. She serves as the Professional Development Facilitator.

Shakesha Swift (Mentor)

Erica Hill (MINT Teacher)

Ms. Hill is a first year teacher. Ms. Swift is a Guidance Counselor with over 9 years of experience in Elementary Education. She is an experienced teacher who is knowledgeable.

Eva Clowers (Mentor)

Krystal Jones (MINT Teacher)

Ms. Jones is a second year teacher. Ms. Clowers is a first grade teacher with over 32 years of experience in Elementary Education. She is an experienced teacher who has shown significant learning gains in the areas of reading and math.

Cynthia Diggett (Mentor)

Ashly Atkinson (MINT)

Ms. Atkinson is a first year teacher. Ms. Diggett is an experienced teacher with over 27 years of experience in Elementary Education. She serves as the Professional Development Facilitator.

### 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/RTI Leadership Team of Pine Estates utilizes the following processes to monitor the implementation of the MTSS and SIP:

1. MTSS/RTI Team members will consistently attend all district RtI training;
2. On Early Release Days, the MTSS/RTI Team will facilitate professional development and share strategies with school faculty and staff on RTI practices;
3. MTSS/RTI team members will collaborate with District Instructional Specialists to allocate resources to support core and small group instructional needs.
4. MTSS/RTI Team members will consistently utilize the problem solving method to probe for causation, analyze and disaggregate school wide student performance data, and identify next steps for improvement by grade level and individual students.
5. Monitor the implementation of the three-tiered Response to Intervention model in our school.
6. Assess school needs for classroom teachers, V. E. Resource, coaches, interventionist and support staff

based upon the individual needs of students, class size and the School Based Allocation Model.

The team will meet regularly to engage in the following activities: review baseline, and quarterly district assessments to guide instructional decisions and next steps for improvement; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on data and/or observations, the team will identify professional development needs and resources. The team will also collaborate as needed, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the MTSS/RTI Leadership Team, other building instructional teams such as Professional Learning Communities (PLC's), grade level teams will carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3 during the 2013 – 2014 school year, the MTSS/RTI Team will be used collaboratively with the building instructional teams (PLC, grade level teams, and or content area teams) to provide classroom support for students.

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

Michelle Quarles, Principal: Provides a common vision for the use of data based decision-making; ensures that the school-based team is implementing a Multi-Tiered System of Supports and RTI; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.

La'Sha Hill, Assistant Principal: Supports a common vision for the use of data based decision-making; monitors the school-based team to ensure that a Multi-Tiered System of Supports and RTI is implemented; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.

Shaakera Thomas, Reading Coach: Develops and leads the core reading instruction by identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Collaborates with teachers to develop assessments, analyze data, and identify strategies to deliver Tier 2/3 instruction/interventions. Provides professional develop to assist teachers with integrating Tier 1 materials/instruction and monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Teri Washington, Math Coach: Develops and leads the core math instruction by identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Collaborates with teachers to develop assessments, analyze data, and identify strategies to deliver Tier 2/3 instruction/interventions. Provides professional develop to assist teachers with integrating Tier 1 materials/instruction and monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Deborah Garner and Lynette Bolton - Part-time Reading and Math Interventionists: Provides explicit instructional support in the area of reading and math for students falling within the Bottom Quartile or scoring a level 1 or 2 on the FCAT Reading and or Math Assessment through the following: pushing-in to classes, facilitating small group instruction, and pull-out instruction to provide an additional 30 minutes of daily remediation in math. The interventionists will work to increase proficiency and achievement with students not meeting mastery in reading and math.

TBA - Reading Interventionist – Provides explicit instructional support in the area of reading for students falling within the Bottom Quartile or scoring a level 1 or 2 on the FCAT Reading Assessment through the following: pushing-in to classes, facilitating small group/guided reading instruction, and pull-out instruction to provide an additional 30 minutes of daily remediation in reading. The Reading Interventionist will work to increase proficiency and achievement with students not meeting mastery in reading.

Cynthia Write, V. E. Resource Teacher - Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instructions; and collaborates with general education teachers through such activities as co-teaching, facilitation and consultation. (3rd – 5th grades)

Sherrita Cummings, V. E. Resource Teacher - Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instructions; and collaborates with general education teachers through such activities as co-teaching, facilitation and consultation. (K – 3rd grades)

Shakesha Swift, Guidance Counselor - Provides quality services and expertise on issues ranging from community agencies to schools and families to supports the child's academic, emotional, behavioral, and social success; provides consultation serves to general and special education teachers, parents, and

administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

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

The Leadership Team of Pine Estates will monitor the fidelity of the schools MTSS and SIP by:

1. Meeting during weekly Leadership Team meetings to review assessment data, SIP goals and strategies and identify next steps for school improvement.
2. On Early Release Days, the Leadership Team and District Specialists will facilitate professional development sessions that align with the goals and strategies identified within the SIP.
3. Administrators will conduct classroom observations, focus walks and data chats with teachers to ensure the approved resources and MTSS/RTI strategies are implemented with fidelity to support core and small group instruction.
4. Administrators will monitor MTSS/RTI meetings to ensure that the problem solving method of probing for causation, analyzing and disaggregating performance data, and identifying next steps for improvement by grade level and individual students is implemented with fidelity.
5. Conduct a Mid-year review of SIP goals and strategies and make adjustments based upon student performance data and professional development needs.
6. Facilitate weekly Grade Level PLC Meetings to collaborate with teachers on the following:
  - Identifying appropriate evidence-based differentiation and intervention strategies
  - Implementing and overseeing progress monitoring
  - Analyzing progress monitoring data and determining next steps

The Leadership Team members meet weekly to review data and input from building instructional teams. An initial draft of the School Improvement Plan is developed by utilizing the template provided by the Department of Education. A draft of the SIP is then presented to the School Advisory Council and Shared Decision Team for review and recommendations. The plan is then finalized by Leadership Team members. The Leadership Teams meets weekly to discuss and reviews data, identifies areas of weakness and strengths and makes instructional decisions for safety net programs and instructional practices. Professional development needs are also assessed and adjusted based upon classroom observations and student data.

The School Improvement Plan becomes the guiding document for continuous school improvement. Leadership Team will meet weekly to revise and update the plan as based upon the needs of students. Changes and adjustments will be made throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS/RtI to inform instruction and makes mid-course adjustments as data are analyzed.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline data: Teachers will use data from FLKRS (Kindergarten), Florida Assessments for Instruction in Reading (Kindergarten), Diagnostic Assessment of Reading (DAR), Iowa Achievement Assessment, District Curriculum Guide Baseline Assessments, I-Ready, and District Writing Assessments.

Mid-Year data: Teachers will use data from Florida Assessments for Instruction in Reading (Kindergarten), Diagnostic Assessment of Reading (DAR), Curriculum Guide Mini-Assessments, District Writing Assessments, and Florida Continuous Improvement Model (FCIM) Assessments to determine academic performance.

The Genesis data system will be used to access Attendance and Referral data in order to monitor the



effectiveness of behavioral strategies and support.

End of the Year: Teachers will use data from Florida Assessments for Instruction in Reading (Kindergarten), Diagnostic Assessment of Reading (DAR), Curriculum Guide Post Assessment, FCAT Writes, and Florida Comprehensive Assessment Test (FCAT) to determine academic performance.

Data from reading and math interventionist will be analyzed weekly to assess student growth and monitor the effectiveness of the three-tiered Response to Intervention model in our school.

The Insight/Inform data management system will be utilized to access assessment data and monitor the effectiveness of core, supplemental and intensive supports in reading, math, science and writing.

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

Our school's Professional Development Plan supports continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded MTSS/RTI professional learning that is results-driven, standards-based, school centered, and sustained over time. The MTSS/RTI Leadership Team establishes protocols for on-going assessment and adjustment of the plan to meet school needs.

MTSS/RTI professional development includes school and district level professional development and support, professional development during Pre-planning, Early Release Day Training, Grade Level PLC Meetings, Mentoring and Induction of Novice Teachers, MINT Meetings, the District Teacher Academy and MTSS/RTI learning that is job-embedded and occurs during the following:

- Professional learning communities
- Collaborative planning
- Analysis of student work
- Book study
- Lesson study
- Action research

### **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:** 2,235

Extra-curricular activities serve as a vehicle to enrich the basic school experience for children. Students are encouraged to explore these opportunities and to participate. These activities help to build leadership skills, enhance academic growth and cultivate a positive school culture.

Science Club: Scientist of the Future is an after school club for 4th and 5th grade students. It is designed to build and strengthen students knowledge of the scientific process and inquiry based learning. Students explore with hands-on activities that showcase a variety of scientific concepts that are based on the state standards.

**Strategy Purpose(s)**

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

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

Teachers will utilize data from weekly attendance, Interactive Journals, Limelight, FCAT Test Maker, District Curriculum Guide assess and strengthen individual student progress of scientific concepts and skills.

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

Principal  
Assistant Principal  
Science Lead Teacher and Science Club Sponsor

**Strategy: Weekend Program****Minutes added to school year: 1,260**

Pine Estates Elementary School plans to utilize the SAI Remediation Funds to provide academic enrichment for students who are in jeopardy of failing and or fall within the lower quartile and or score at Level 1 or Level 2 on the FCAT.

Six certified teachers will provide seven weeks of remediation for 3rd, 4th and 5th grade students during our “Saturday FCAT Passport to Success Program. An emphasis will be placed on the following areas:

3rd Grade: Reading and Math

4th Grade: Reading, Writing and Math

5th Grade: Reading, Math and Science

In addition, strategies for test taking will be used to assist students with critical thinking and test taking skills. Teachers will utilize data from Insight/Inform, FCAT Test Maker, District Curriculum Guide Assessments, and DAR Assessments to introduce standards and differentiate instruction to meet the needs of students. Students will also utilize the Success Maker and I Ready programs to increase reading comprehension and understanding of mathematical concepts and strategies.

One non-teacher will assist with the coordination of breakfast, clerical responsibilities, attendance, distribution of instructional materials and support within classrooms as needed.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Students will be given a pre and post assessment from the, released FCAT Tests, and or “FCAT Test Maker Program”. Data from the assessments will be disaggregated to identify next steps, differentiate instruction and monitor the academic growth of students who participate in the “Saturday FCAT Passport to Success Program”.

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

Principal

Assistant Principal

Math Coach

Reading Coach

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,235

Math Club: Math Minions is an after school club for intermediate students. It is designed to build and strengthen students knowledge of mathematical concepts and skills. Students participate in a variety of activities that provide opportunities for them to become critical mathematical thinkers.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Teachers will utilize data from weekly attendance, Interactive Journals, Limelight, FCAT Test Maker, District Curriculum Guide assess and strengthen individual student progress of mathematical concepts and skills.

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

Principal  
 Assistant Principal  
 Math Club Sponsor

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Michelle Quarles	Principal
Lasha Hill	Assistant Principal
Shaaker Thomas	Reading Coach
Shakesha Swift	Guidance Counselor
Cynthia Wright	V. E. Resource
Wachelle Garrett	Fifth Grade ELA Teacher
Kimberly Kimbrough	Fourth Grade ELA Teacher
Autumn Carter	Kindergarten Teacher
Teri Washington	Math Coach
Angel Holsey	Third Grade ELA Teacher
Erica Hil	Art Teacher
Katherine Kolter	First Grade Teacher

**How the school-based LLT functions**

The LLT The Literacy Committee meets bi-weekly to identify programs and strategies to strengthen knowledge and build capacity for reading and writing within grades K-5. The team will work together to identify school wide literacy concerns and use research-based approaches to develop plans and strategic courses of action for addressing those concerns.

## Major initiatives of the LLT

### Integration and Implementation of the CCSS

The Literacy Leadership Team will provide in-depth professional development for K-5 teachers on the (CCSS) Common Core State Standards. Professional development will be implemented on Early Release Days and during weekly PLC meetings. During these sessions, teachers will gain a deeper understanding of how to fully implement and integrate the CCSS across all content areas. An emphasis will be placed on the following: Introduction and Overview of the Common Core State Standards K-5, Unpacking the CCSS, Vertical Articulation, and Analyzing Text for Complexity.

### Connecting Reading and Writing Across All Content Areas (CCSS)

The Literacy Leadership Team will provide in-depth professional development for K-5 teachers on Close Reading. Teachers will utilize the District Curriculum Guides and supplemental resources to model strategies, facilitate novel studies and introduce literature circles. Students in grades K-5 will also develop skills to compose informational texts across all content areas, develop opinions and utilize evidence from the text to support answers.

Literacy Leadership Team members will work with teachers to ensure that students are provided with opportunities to consistently read in order to build stamina, increase fluency rates and increase comprehension skills. Team members will provide professional development for literacy instruction emphasizing best practices and instructional strategies that promote reading. As a way to further integrate reading across all content areas, team members will monitor the implementation of the Book of the Month activities, One Million Word Campaign, Reading Celebrations, and Parent Workshops that provide information related to reading strategies” to help parents to encourage their child to read.

## Every Teacher Contributes to Reading Instruction

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

Pine Estates Elementary School has established a school-wide focus for reading across all grade and content levels. The Literacy Leadership Team collaborates with teachers and administrators during bi-weekly meetings that are designed to promote literacy enriched classrooms and programs. Teachers receive professional development on literacy strategies during Early Release Day sessions. These strategies are then implemented during the daily literacy block and core content areas that include math, science and social studies.

To contribute to the reading improvement of every student, teachers utilize the following instructional practices:

- 90 minute structured reading block

- Integration of the Book of the Month

- Twenty Five Book/One Million Word Campaign

- Use of classroom libraries organized by genre, student interest, and reading level

- Use of anecdotal notes and running records

- Integration of non-fiction text (National Geographic, Science and Social Studies Text)

- Use of interactive word walls in reading, writing, math and science

## 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

Pine Estates Elementary School works closely with area day care centers, VPK, and pre-k programs to successfully transition students into Kindergarten. Incoming students are provided with an opportunity to tour the school and collaborate with teachers as they prepare to transition students.

Within the first 30 days of enrollment, kindergarten students are given the Florida Kindergarten Readiness Assessment (FLKRS) which is designed to provide for the screening of each child's readiness for Kindergarten. (Letter Naming Fluency and Initial Sound Fluency) The results from this assessment are used to group students for differentiated instruction and to provide 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	49%		No	54%
American Indian				
Asian				
Black/African American	47%		No	52%
Hispanic				
White				
English language learners				
Students with disabilities	22%		No	30%
Economically disadvantaged	49%		No	54%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	24%	32%
Students scoring at or above Achievement Level 4	21	16%	22%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		70%
Students in lowest 25% making learning gains (FCAT 2.0)	30	66%	72%

### 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	<i>[data excluded for privacy reasons]</i>		30%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		20%

### 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	55%	44%	No	60%
American Indian				
Asian				
Black/African American	48%		No	54%
Hispanic				
White				
English language learners				
Students with disabilities	44%		No	50%
Economically disadvantaged	55%		No	60%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	31%	39%
Students scoring at or above Achievement Level 4	16	13%	21%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	44	58%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	70%	75%

**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	14	30%	33%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		22%

**Florida Alternate Assessment (FAA)**

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

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



**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		3
Participation in STEM-related experiences provided for students	309	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	16	5%	2%
Students retained, pursuant to s. 1008.25, F.S.	119	45%	35%
Students who are not proficient in reading by third grade	119	45%	35%
Students who receive two or more behavior referrals	24	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	39	15%	13%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

Included within the Title I Parent Involvement Plan.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** To increase the percentage of proficiency (3 or above) on the 2014 Reading Spring FCAT 2.0 by 10% or more at each grade level from 41% to 54%.
- G2.** Decrease the number of students who are absent 20 or more days of instructional time by 10% from 16 to 14.
- G3.** To decrease the number of suspensions during the 2013-2014 school year by 10 % from 101 to 92.
- G4.** Increase the number of students who are proficient in Math on the 2014 Spring FCAT from 44% to 60%.
- G5.** Increase the number of students who are proficient in reading by third grade from 45% to 50%.
- G6.** Implement STEM and enrichment programs in order to increase the percentage of students who score at level 4 or above in the areas of science (19% - 25%) and math (11% to 15%).
- G7.** Increase the percentage of proficiency (3 or above) on the 2014 Science Spring FCAT 2.0 by 10% from 50% to 55%.
- G8.** Increase the percent of students scoring at level 4 and above from 19% to 25% on the 2014 Science Spring FCAT 2.0
- G9.** Increase the percentage of students who are proficient (3.5 or above) on the 2014 Spring FCAT Writing Assessment from 17% to 50%.

## Goals Detail

**G1.** To increase the percentage of proficiency (3 or above) on the 2014 Reading Spring FCAT 2.0 by 10% or more at each grade level from 41% to 54%.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- Classroom Teachers
- School Based Coach
- District Specialists
- District Curriculum Guides
- Teacher Academy
- Coach Academy
- SuccessMaker
- School Safety Nets

### **Targeted Barriers to Achieving the Goal**

- Ensuring that District Curriculum Guides are implemented with fidelity.
- Students reading below grade level expectations.

### **Plan to Monitor Progress Toward the Goal**

Administrators, Leadership Team Members, teachers and SAC Members will analyze data from the District Curriculum Guide Assessments, FCIM, DAR, and Success Maker to monitor student growth in reading. Next steps for instruction and adjustments to the School Improvement Plan goals and strategies will be made based upon student data. Monitoring of the DAR administration and discussion of data collection through quarterly data chats and Mid-Year Review.

### **Person or Persons Responsible**

Principal Assistant Principal Leadership Team Members SAC District Reading Specialist RTI Team Teachers

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

Mid-year SIP Review (January) Annual Stakeholder's Assessment (January) Data Chats (Quarterly) Individual Professional Development Plan Reviews (Quarterly) Weekly Leadership Team Meetings (Tuesdays) RTI Team Meeting (Mondays, Bi-weekly) Administration of DAR for Fall, Winter, and Spring

### **Evidence of Completion:**

Evidence of the Mid-year SIP Review and Updates Annual Stakeholder's Assessment Meeting Agenda and Sign-In Individual Professional Development Plan Reviews (Quarterly) Leadership Team Meeting Agendas and Sign-In

**G2.** Decrease the number of students who are absent 20 or more days of instructional time by 10% from 16 to 14.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Collaboration with the District Attendance Officer and Monthly Attendance Meetings (AIT)
- Use of the School Messenger System to notify parents when students are absent from school
- Use of the On/Course System and Genesis to monitor and input daily attendance.

**Targeted Barriers to Achieving the Goal**

- Time needed to provide professional development for novice teachers on the use of the OnCourse System
- Providing and scheduling flexible times to meet with parents during AIT meetings to develop an Attendance Action Plan that outlines goals and strategies to increase student attendance.

**Plan to Monitor Progress Toward the Goal**

The Leadership Team, teachers, and SAC Members will participate in the Annual Stakeholder's meeting to assess the goals and strategies for the SIP and identify next steps for school improvement. The Leadership Team members will complete a Mid-year SIP Review by analyzing school data and making adjustments to instruction as needed.

**Person or Persons Responsible**

Principal Assistant Principal Guidance Counselor Leadership Team Members SAC Members Teachers

**Target Dates or Schedule:**

Annual Stakeholder's Review (January) Mid-year SIP Review (January)

**Evidence of Completion:**

Mid-year Stakeholder's Meeting Agenda and sign sheet Data to reflect increases and or decreased in daily attendance rates (Genesis and OnCourse) Percent of students receiving Attendance Plans  
Completion of the Mid-year SIP Review

**G3. To decrease the number of suspensions during the 2013-2014 school year by 10 % from 101 to 92.**

**Targets Supported**

- Additional Targets

**Resources Available to Support the Goal**

- Principal
- Assistant Principal
- Response to Intervention (RTI)
- Foundations/Champs
- Character Education Second Step

**Targeted Barriers to Achieving the Goal**

- Ensuring that Foundations and CHAMPS strategies are implemented with equity and fidelity throughout the school.
- The need to implement and maintain school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation.

**Plan to Monitor Progress Toward the Goal**

The principal, Leadership Team, SAC and Foundations Team members will meet during the Annual Stakeholder's meeting to review SIP goals and strategies related to Character Education and disciplinary data. A Mid-year SIP review will be conducted to identify next steps for improvement and adjustments will be made based upon data.

**Person or Persons Responsible**

Principal Assistant Principal Foundation Team Members District Behavior Specialist (RTI) Response to Intervention Team MINT Mentor

**Target Dates or Schedule:**

Individuals Classrooms- Ongoing Early Release Days-Ongoing Monthly August 2013-June 2014

**Evidence of Completion:**

Documentation of RTI Meetings Agendas Referral Data from Genesis Climate Survey Data Classroom Observations Foundations Common Area Observations Evidence of CHAMPS strategies within classrooms RTI Meeting Agendas and Strategies

**G4.** Increase the number of students who are proficient in Math on the 2014 Spring FCAT from 44% to 60%.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- Classroom Teachers
- School Based Coach
- District Specialists
- District Curriculum Guides
- Teacher Academy
- Coach Academy
- SuccessMaker
- I-Ready Math
- School Safety Nets
- Reflex Math
- Saturday School
- Before and After School Tutoring
- Math Club
- Sunshine Math

**Targeted Barriers to Achieving the Goal**

- Ensuring that District Curriculum Guides and Instructional Framework are implemented with fidelity.
- Students performing below grade level in Math.

## Plan to Monitor Progress Toward the Goal

Administrators, Leadership Team Members, teachers and SAC Members will analyze data from the District Curriculum Guide Assessments, FCIM, I-Ready, and Success Maker to monitor student growth in math. Next steps for instruction and adjustments to the School Improvement Plan goal and strategies will be made based upon student data.

### Person or Persons Responsible

Principal Assistant Principal Leadership Team Members SAC District Math Specialist RTI Team Teachers

### Target Dates or Schedule:

Mid-year SIP Review (January) Annual Stakeholder's Assessment (January) Data Chats (Quarterly) Individual Professional Development Plan Reviews (Quarterly) Weekly Leadership Team Meetings (Tuesdays) RTI Team Meeting (Mondays, Bi-weekly)

### Evidence of Completion:

Evidence of the Mid-year SIP Review and Updates Annual Stakeholder's Assessment Meeting Agenda and Sign-In Individual Professional Development Plan Reviews (Quarterly) Leadership Team Meeting Agendas and Sign-In

**G5. Increase the number of students who are proficient in reading by third grade from 45% to 50%.**

### Targets Supported

- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- RTI Team
- Safety Net Team
- Classroom Teachers
- Reading Coach
- District ELA Specialist
- Success Maker
- Progress Monitoring Plans (PMP'S)
- MRT Team
- Individual Educational Plans (IEP'S)
- DAR Assessment
- Curriculum Guide Assessments

### Targeted Barriers to Achieving the Goal

- Ensuring the successful administration and use of the IOWA Assessment, FLKRS, Curriculum Guide Assessments, FCIM and DAR to drive instruction.
- Balancing the amount of time spent with students who are proficient compared to the amount of time spent with students who are not proficient.

## Plan to Monitor Progress Toward the Goal

Progress towards increasing the percentage of students who are reading proficiently by third grade will be monitored through SAC and the Annual Stakeholder's Meeting. Adjustments to School Improvement Plan goals and strategies will be implemented based student performance data in reading.

### **Person or Persons Responsible**

Principal Assistant Principal SAC Leadership Team Teachers

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

Annual Stakeholder's Assessment (January) Mid-year SIP Review (January) SAC Meetings (Third Thursdays Monthly) Leadership Team Meetings (Tuesdays) Curriculum Guide Assessment Data (August, October, January, March, and May) IOWA Assessment (August and May)

### **Evidence of Completion:**

Curriculum Guide Assessment Data Agenda and feedback from the Annual Stakeholder's Meeting Adjustments made during the Mid-year SIP Review SAC Meeting Minutes Leadership Team Meeting Agenda and Sign In



**G6. Implement STEM and enrichment programs in order to increase the percentage of students who score at level 4 or above in the areas of science (19% - 25%) and math (11% to 15%).**

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Resources for hands-on activities
- Curriculum Guide Assessments
- Science Club
- Math Minions Club
- Science Fair/Materials
- Gizmos
- Pearson Success Net
- National Geographic
- STEAM Project
- Science Lead Teacher
- District Science Specialist
- Core Science Curriculum
- FCAT Item Specifications and Content Focus
- Club Attendance
- Marine Science Center
- Kenny Space Center
- Museum of Science and History
- Cathedral of Arts Program
- Sea World
- Cummer Museum of Art and Gardens
- Diamond D Ranch
- Jacksonville Public Library
- Jacksonville Symphony Orchestra
- MOCA Jacksonville
- Theaterworks
- Tree Hill
- Theatre Jacksonville
- St. Johns River City Band

### **Targeted Barriers to Achieving the Goal**

- Consistently addressing the core science benchmarks across all grade levels.

### **Plan to Monitor Progress Toward the Goal**

Leadership Team members, faculty and SAC members, will meet to conduct an Annual Stakeholder's Assessment to review SIP goals and strategies along with data from the District Curriculum Guide Assessments to monitor student progress in science. Leadership Team members will complete a Mid-year SIP Review to make adjustments to goals and strategies and identify next steps for instruction and professional development based upon based upon data from District Curriculum Guide Assessments.

### **Person or Persons Responsible**

Principal Assistant Principal Leadership Team Members SAC Members Teachers

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

Mid-year SIP Review (January) Annual Stakeholder's Assessment (January)

### **Evidence of Completion:**

Mid-year SIP Update Annual Stakeholder's Meeting Agenda and Input Curriculum Guide Assessment Data

**G7.** Increase the percentage of proficiency (3 or above) on the 2014 Science Spring FCAT 2.0 by 10% from 50% to 55%.

### **Targets Supported**

- Science - Elementary School

### **Resources Available to Support the Goal**

- Classroom Teachers
- District Specialist
- Program Materials
- District curriculum guides
- Common core Summer Institute
- FCAT Explorer
- Texts in classroom libraries and media center
- Teacher Academy

### **Targeted Barriers to Achieving the Goal**

- Students reading below grade level
- Ensuring that District Curriculum Guides and Instructional Framework are implemented with fidelity across all grade levels in science.

## Plan to Monitor Progress Toward the Goal

The Leadership Team will monitor improvements on the science FCIM and District Curriculum Guide Assessments, along with evidence of the implementation of the District Instructional Framework/Gradual Release Model and the key components of the science curriculum. During the Annual Stakeholder's Assessment, Mid-year SIP Review and weekly Leadership Team meetings, next steps for instruction and adjustments to the School Improvement Plan goal and strategies will be made based upon student data.

### Person or Persons Responsible

Principal Assistant Principal Leadership Team Members SAC RTI Team Members V. E. Teachers Classroom Teachers

### Target Dates or Schedule:

Mid-year SIP Review (January) Annual Stakeholder's Assessment (January) Data Chats (Quarterly) Individual Professional Development Plan Reviews (Quarterly) Weekly Leadership Team Meetings (Tuesdays) RTI Team Meeting (Mondays, Bi-weekly) District Science Curriculum Guide Assessments (August, October, January, March and May) Progress Monitoring Plan Reviews (January, March and May)

### Evidence of Completion:

Evidence of the Mid-year SIP Review and Updates Annual Stakeholder's Assessment Meeting Agenda and Sign-In Individual Professional Development Plan Reviews (Quarterly) Leadership Team Meeting Agendas and Sign-In Evidence of Progress Monitoring Plans (PMP's)

**G8.** Increase the percent of students scoring at level 4 and above from 19% to 25% on the 2014 Science Spring FCAT 2.0

### Targets Supported

- Science
- Science - Elementary School

### Resources Available to Support the Goal

- Classroom Teachers
- District Specialist
- Program Materials
- District curriculum guides
- Common Core Summer Institute
- Teacher Academy
- Gizmos
- FCAT Explorer
- Texts in classroom libraries and media center

### Targeted Barriers to Achieving the Goal

- Balancing the amount of time spent with students who are proficient compared to the amount of time spent with students who are not proficient.

## Plan to Monitor Progress Toward the Goal

The Leadership Team will monitor improvements on the science FCIM and District Curriculum Guide Assessments, along with evidence of the implementation of higher level questioning techniques, and technology within daily science instruction. During the Annual Stakeholder's Assessment, Mid-year SIP Review and weekly Leadership Team meetings, next steps for instruction and adjustments to the School Improvement Plan goal and strategies will be made based upon student data

### **Person or Persons Responsible**

Principal Assistant Principal Leadership Team Members SAC Classroom Teachers

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

Mid-year SIP Review (January) Annual Stakeholder's Assessment (January) Data Chats (Quarterly)  
Individual Professional Development Plan Reviews (Quarterly) Weekly Leadership Team Meetings  
(Tuesdays) District Science Curriculum Guide Assessments (August, October, January, March and May)

### **Evidence of Completion:**

Evidence of the Mid-year SIP Review and Updates Annual Stakeholder's Assessment Meeting Agenda  
and Sign-In Individual Professional Development Plan Reviews (Quarterly) Leadership Team Meeting  
Agendas and Sign-In Evidence of Progress Monitoring Plans (PMP's)

**G9.** Increase the percentage of students who are proficient (3.5 or above) on the 2014 Spring FCAT Writing Assessment from 17% to 50%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Classroom Teachers
- School Level Reading Coach
- District ELA Specialist
- Anchor Papers/Rubrics
- District Curriculum Guides and Assessments
- Interactive Writing Journals
- Weekly PLC Meetings and Common Planning Time
- Early Release Day Professional Development
- Safety Net Teams
- After School Tutoring
- Saturday School
- Weekly Writing Camps
- Conferencing (Teacher and peer)
- Small group/differentiated instruction
- Books of the Month (Response to Literature)
- District Writing Prompts

**Targeted Barriers to Achieving the Goal**

- Ensuring the that the Common Core Standards, District Instructional Framework and elements of writer's craft are implemented with fidelity across all grade levels.
- Time, and resources needed to effectively analyze data, conduct writing conferences and differentiate instruction based upon individual student needs in writing.

## Plan to Monitor Progress Toward the Goal

Monitoring of the School Improvement Plan goals and objectives to monitor student growth and achievement in writing.

### **Person or Persons Responsible**

Principal Assistant Principal Leadership Team SAC Teachers

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

Annual Stakeholder's Assessment (January) Mid-year SIP Review (January) Classroom Observation and Focus Walks (On-going) Data Chats (Quarterly) District CGA Assessments (August, October, January, March and May)

### **Evidence of Completion:**

Completed Mid-year SIP Update Annual Stakeholder's Assessment Meeting Agenda, Sign In and Suggested Next Steps for Improvement Writing Data from District CGA Baseline and Interim Assessments Individual Professional Development Plans (IPDP)

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To increase the percentage of proficiency (3 or above) on the 2014 Reading Spring FCAT 2.0 by 10% or more at each grade level from 41% to 54%.

**G1.B1** Ensuring that District Curriculum Guides are implemented with fidelity.

**G1.B1.S1** Teachers will utilize the District Curriculum Guides to incorporate reading strategies and the key components of the new instructional framework (Gradual Release Model) to include: Introduction, I do, We Do, You Do, and viable share time during closing to aid in student progression.

### Action Step 1

Teachers will participate in school-wide Professional Development on how to effectively implement the DCPS Instructional Framework Model (Introduction, I-Do, We-Do, You-Do, Closure) with fidelity through weekly common planning, weekly Professional Learning Community, quarterly data chats, and planning with Reading Coach. This model will provide a structure for teaching and learning. Teachers will plan and scaffold lessons utilizing the standards and item specifications in an effort to meet the needs of each student working towards mastery level.

### Person or Persons Responsible

Classroom Teachers V.E. Teachers Reading Coach District Reading Specialist Reading Interventionist Assistant Principal Principal

### Target Dates or Schedule

Weekly Common Planning Time Weekly Professional Learning Community (Thursdays) Teacher Academy (June-August 2013) Pre-planning (August 12- August 16, 2013) Coaching Academy (On-going) Early Release (September 11, 2013) Classroom Observations and Focus Walks (On-going) Quarterly Data Chats Weekly Lesson Plan Checks

### Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Assessment Data

### Facilitator:

Michelle Quarles, Principal La'Sha Hill, Assistant Principal Shaakera Thomas, Reading Coach

### Participants:

Classroom Teachers V.E. Teachers Reading Coach District Reading Specialist Reading Interventionist Assistant Principal Principal

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

Teachers will participate in professional development opportunities to understand how to effectively implement the DCPS Instructional Framework Model and key components of the core reading curriculum and Gradual Release Model. Evidence of instructional strategies to include the Introduction, I Do, We Do, You Do and Closing will be displayed through the use of teacher/student generated charts, Interactive Journal and Reading Portfolios.

#### Person or Persons Responsible

Principal Assistant Principal School Based Reading Coach District Reading Coach Reading Interventionist V.E.Resource Teachers Classroom Teachers

#### Target Dates or Schedule

Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Coaches Logs District Curriculum Guide Assessments (August, October, January, March , and May) Weekly Lesson Plan Checks

#### Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Assessment Data Reading Portfolios PLC Meeting Agendas and Sign in Early Release Day Agendas and Sign in V.E. Resource Schedule and Logs

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

Monitoring the implementation of the DCPS Instructional Framework and core reading curriculum for fidelity in an effort to decrease the number of students needing additional interventions and remediation. Administration, coaches, and teachers will meet during Weekly PLC and Leadership Team Meetings to monitor and review instructional strategies, analyze data and identify the next steps for improvement.

#### Person or Persons Responsible

Principal Assistant Principal Reading Coach District Reading Specialist Leadership Team Members

#### Target Dates or Schedule

Weekly Leadership Meetings (Tuesdays) Weekly Professional Learning Community Meetings (Thursdays) District Curriculum Guide Assessments(August, October, January, March, and May) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Coaching Logs and Reading Support (On-going)

#### Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Analysis of Assessment Data (FCIM, Quarterly CGA's, DAR) Reading Portfolios PLC Meeting Agendas and Sign In Early Release Day Agendas and Sign In V.E. Resource Schedule and Logs Weekly Lesson Plans



**G1.B1.S2** Teachers will differentiate instruction daily for all students through the implementation of the DCPS Instructional framework, center rotation, and small group/guided reading.

**Action Step 1**

Teachers will utilize baseline assessments and analysis of student work to map and align curriculum according to student achievement, along with FCIM Calendars and grade level Curriculum Guides. Teachers will utilize strategies within daily reading lessons to scaffold instruction and display evidence of the Gradual Release Model in the classroom to support implementation.

**Person or Persons Responsible**

Principal Assistant Principal Classroom Teachers Reading Coach District Specialist V.E. Resource Teachers

**Target Dates or Schedule**

Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Teacher Academy (June- August 2013) Coaching Academy (On-going) Early Release(September 11, 25 October 9, 23) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

**Evidence of Completion**

Common Planning Time Meeting Minutes PLC Agendas and Sign In Weekly Lesson Plans Documentation of Coaches Logs Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Reading Portfolios Small Group Lesson Plans

**Facilitator:**

Michelle Quarles, Principal La'Sha Hill, Assistant Principal Shaakera Thomas, Reading Coach District Specialist

**Participants:**

Principal Assistant Principal Classroom Teachers Reading Coach District Specialist V.E. Resource Teachers

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

Teachers will plan and implement scaffolded lesson plans utilizing the District Curriculum Guides that allow all students sufficient opportunities to practice new skills and strategies at an appropriate pace.

### Person or Persons Responsible

Principal Assistant Principal Reading Coach District Reading Specialist

### Target Dates or Schedule

Weekly Common Planning Time Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Weekly Small Group Lesson Plans Coaching and Reading Support (On-going) Curriculum Guide Assessments (August,October, January, March and May)

### Evidence of Completion

Common Planning Time Meeting Minutes PLC Agendas and Sign In Weekly Lesson Plans Classroom Observation and Walk Through logs Documentation of Coaches Logs Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Reading Portfolios Small Group Lesson Plans

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

Teachers will utilize assessments, baselines and analysis of student work to map and align curriculum according to student achievement, along with FCIM Calendars and grade level Curriculum Guides which will be discussed during data chats and used to drive instruction. The data will be used to gauge the effectiveness of the instructional practices. The administrators and Leadership Team members will meet weekly to analyze data, identify students not responding to Reading instruction and provide assistant to increase the effectiveness of daily instruction.

### Person or Persons Responsible

Principal Assistant Principal Leadership Team

### Target Dates or Schedule

Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Weekly Coaching Logs Curriculum Guide Assessments (August, October, January, March, and May) Weekly Leadership Team Meetings (Tuesdays)

### Evidence of Completion

Common Planning Time Meeting Minutes PLC Agendas and Sign In Weekly Lesson Plans Classroom Observation and Walk Through logs Documentation of Coaches Logs Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Reading Portfolios Small Group Lesson Plans

**G1.B2** Students reading below grade level expectations.

**G1.B2.S1** Teachers will effectively utilize time management and data to identify next steps and differentiate instruction to meet the needs of individual students.

**Action Step 1**

Teachers will utilize Curriculum Guide Assessments, FCIM, IOWA, Success Maker and anecdotal notes to differentiate instruction based upon individual student needs. Teachers will be provided professional development in the following areas: Guided Reading Small Group Instruction Response to Intervention Reading Centers Reading Strategies

**Person or Persons Responsible**

Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers V.E. Teachers Reading Interventionist

**Target Dates or Schedule**

Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Teacher Academy (June- August 2013) Pre-planning (August 12- August 16, 2013) Coaching Academy (On-going) Early Release(September 11, 25 October 9, 23) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

**Evidence of Completion**

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Reading Interventionist Logs

**Facilitator:**

Michelle Quarles, Principal La'Sha Hill, Assistant Principal Shaakera Thomas, Reading Coach

**Participants:**

Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers V.E. Teachers Reading Interventionist

## **Action Step 2**

Teachers will be provided professional development on the implementation of Success Maker, Destination Success, Insight, and FCAT Explorer. Teachers will provide opportunities to engage students through the use of technology and computer- based programs such as: Destination Success, Success Maker, and FCAT Explorer.

### **Person or Persons Responsible**

Principal Assistant Principal Reading Coach

### **Target Dates or Schedule**

Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Pre-Planning (August 12- August 16, 2013) Early Release( September 5) Success Maker Webinar(August 29th) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

### **Evidence of Completion**

Evidence of technology embedded in lesson plans Documentation of Classroom Observations and Focus Walks Reading Lesson Plans and Use of the Curriculum Guide Resources Success Maker Tracking Sheets Assessment Data Use of Data Notebooks

### **Facilitator:**

Michelle Quarles, Principal La'sha Hill, Assistant Principal Shaakera Thomas, Reading Coach Pearson Representative

### **Participants:**

Principal Assistant Principal Reading Coach

### **Action Step 3**

V. E. Resource teachers will work with administrators and classroom teachers develop a daily schedule to provide supplemental support to students based upon their IEP goals.

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

Principal V. E. Resource Teachers Guidance Counselor General Education Teachers District ESE Support Reading Coach

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

V. E. Resource Schedule Reviews (On-going) MRT Meetings (Bi-weekly Mondays) Weekly PLC Meetings (Thursdays) Weekly Common Planning Meetings (Fridays) Classroom Observations and Focus Walks (On-going) Lesson Plan Checks (Weekly) Data Chats (Quarterly) District Curriculum Guide Assessments (August, October, January, March and May) Coaching Support (On-going)

#### **Evidence of Completion**

Evidence and documentation of support based upon IEP goals and objectives Evidence of small group lesson plans and support V. E. Resource Teacher Schedules Evidence of MRT Meeting Agenda and IEP updates Data from the District Curriculum Guide Assessments Data Notebooks Interactive Journals and Student Work Samples PLC Meeting Agendas and Sign In Common Planning Time Meeting Minutes Classroom Observation Logs

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

The Principal and Assistant Principal will conduct on-going classroom observations and focus walks to monitor implementation and differentiation of instruction. Professional Development, coaching, and modeling will be provided to support individual teacher needs.

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

Principal Assistant Principal Reading Coach District Reading Specialist RTI Team Members

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

Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going) RTI Meeting (Bi-weekly Mondays)

#### **Evidence of Completion**

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Reading Interventionist Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plan

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

Teachers will meet with administrators and coaches during weekly PLC meetings to analyze data, adjust instructional strategies, and identify students not responding to the core reading instruction. On-going progress monitoring of these students will be monitored through the RTI and Leadership teams.

### Person or Persons Responsible

Principal Assistant Principal Leadership Team Teachers RTI Team

### Target Dates or Schedule

Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going) Weekly Leadership Team Meetings Individual Professional Development Plan Reviews(October, January, March and May) Curriculum Guide Assessments (August, October, January, March and May)

### Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Reading Interventionist Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plans Reading Portfolios

**G1.B2.S2** Students not responding adequately to reading instruction will receive a Progress Monitoring Plan (PMP), participate in Safety Net programs and will be provided an additional 30 minutes of daily supplemental instruction utilizing the RTI process and small group reading instruction.

### Action Step 1

Students will participate in RTI/Safety Net programs that include Saturday School, before and after school tutoring and an additional 30 minutes of daily small group remediation in reading.

### Person or Persons Responsible

Principal Assistant Principal Reading Coach District Reading Specialist Teachers V.E. Resource Teachers Reading Interventionist

### Target Dates or Schedule

Early Release (September 11,25, October 9, 23) Classroom Observations and Focus Walks (On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support(On-going) Intervention Logs Saturday School(8 weeks; February through March) After School Tutoring(weekly)

### Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Small Group Lesson Plan and Use of the Curriculum Guides Assessment Data Use of Data Notebooks Reading Intervention Logs Saturday School Lesson Plans and Attendance Tutoring Lesson Plans and Attendance

### **Plan to Monitor Fidelity of Implementation of G1.B2.S2**

Teachers will meet weekly with administrators and coaches to analyze and review assessment data and identify students who are in need of remediation. Students will receive the support of safety nets based upon their individual needs. A safety net calendar and plan will be implemented to support student needs. Administrators will monitor the effectiveness of the Reading interventions and safety nets through reviewing documentation to support implementation.

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

Principal Assistant Principal Reading Coach District Reading Specialist RTI Team

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

Weekly Professional Learning Community Meetings(Thursdays) Classroom Observations and Focus Walks Reading Small Group Lesson Plans Assessment Data Use of Data Notebooks Reading Intervention Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plan Saturday School Lesson Plan and Assessments Safety Net Schedule

#### **Evidence of Completion**

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Small Group Lesson Plans Assessment Data Use of Data Notebooks Reading Intervention Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plans Saturday School Attendance Lesson Plans and Assessment s Safety Net Schedule

### **Plan to Monitor Effectiveness of G1.B2.S2**

The Leadership Team will analyze and review assessment data and assist teachers in identifying students who are in need of remediation. Students will receive the support of safety nets based upon their individual needs. The effectiveness of the Reading interventions and safety nets will be monitored through reviewing documentation to support implementation.

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

Principal Assistant Principal Leadership Team RTI Team Teachers V.E. Resource Teachers

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

Weekly Professional Learning Community Meetings(Thursdays) Classroom Observations and Focus Walks (On-going) Quarterly Data Chats Weekly Lesson Plan Check Weekly Leadership Team Meetings Individual Professional Development Plan Reviews (October, January, March and May) Curriculum Guide Assessments(August, October, January, March and May) Saturday School Attendance(8 weeks;February through March) RTI Team Meeting Agendas and Student Plans

#### **Evidence of Completion**

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Small Group Lesson Plans Assessment Data Use of Data Notebooks Reading Intervention Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plans Saturday School Attendance Lesson Plans and Assessments Safety Net Schedule Leadership Team Meeting Agenda VE Resource Teacher Schedules

**G2.** Decrease the number of students who are absent 20 or more days of instructional time by 10% from 16 to 14.

**G2.B1** Time needed to provide professional development for novice teachers on the use of the OnCourse System

**G2.B1.S1** The Professional Development Facilitator and Mentor Teachers will provide support and professional development for novice teacher on the use of the OnCourse System.

**Action Step 1**

Training and support on how to utilize the OnCourse System

**Person or Persons Responsible**

Principal Assistant Principal Professional Development Facilitator District CADRE Mentor Teachers Classroom Teachers

**Target Dates or Schedule**

During monthly MINT meetings (First Mondays Monthly)

**Evidence of Completion**

MINT Teacher sign in and agenda Teacher Portfolios

**Facilitator:**

Michelle Quarles, Principal LaSha Hill, Assistant Principal Cynthia Diggett, Professional Development Facilitator

**Participants:**

Principal Assistant Principal Professional Development Facilitator District CADRE Mentor Teachers Classroom Teachers

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

Training and support on how to utilize the OnCourse System

**Person or Persons Responsible**

Principal Assistant Principal District CADRE Professional Development Facilitator (PDF)

**Target Dates or Schedule**

September 2013 - First Monday

**Evidence of Completion**

MINT Teacher sign in and agenda Teacher Portfolios



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

Use of the OnCourse System to ensure that daily attendance is input accurately and consistently

### Person or Persons Responsible

Principal Assistant Principal CRT Operator Guidance Counselor

### Target Dates or Schedule

On-going

### Evidence of Completion

Daily Classroom Attendance Reports Monthly Attendance Reports

**G2.B2** Providing and scheduling flexible times to meet with parents during AIT meetings to develop an Attendance Action Plan that outlines goals and strategies to increase student attendance.

**G2.B2.S3** The guidance counselor and CRT Operator will review monthly attendance reports and identify students who exhibit chronic absences. Parents will be contacted in order to schedule an AIT meeting.

### Action Step 1

Attendance Meetings (AIT)

#### Person or Persons Responsible

Principal Assistant Principal Guidance Counselor District Attendance Officer

#### Target Dates or Schedule

First Friday of each month

#### Evidence of Completion

Monthly Attendance Schedule Evidence of individual student Attendance Plans Reports from Genesis and OnCourse Daily Attendance Rosters

### **Plan to Monitor Fidelity of Implementation of G2.B2.S3**

Monthly attendance meetings and individual student action plans

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

Principal Assistant Principal

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

Daily by reviewing teacher attendance records Monthly review of attendance reports through Genesis  
Monthly review of Attendance Calendar

#### **Evidence of Completion**

Monthly Attendance Meeting Calendar Evidence of AIT meetings to include parent sign in along with the Attendance Action Plan

### **Plan to Monitor Effectiveness of G2.B2.S3**

The Leadership Team members will meet weekly in order to discuss SIP goals and strategies and analyze attendance data. Next steps and strategies for improvement will be developed based upon student attendance data.

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

Principal Assistant Principal Guidance Counselor Leadership Team Members

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

Weekly Leadership Team Meetings

#### **Evidence of Completion**

Evidence of weekly Leadership Team meeting agendas and sign in sheets Evidence of adjustments in the SIP goals and strategies

**G3.** To decrease the number of suspensions during the 2013-2014 school year by 10 % from 101 to 92.

**G3.B1** Ensuring that Foundations and CHAMPS strategies are implemented with equity and fidelity throughout the school.

**G3.B1.S1** To create an environment that is conducive to learning which limits time for behavior that is inappropriate.

**Action Step 1**

Foundation/Discipline Team members will meet to analyze data and provide professional development during early release sessions. The foundations/discipline team members will participate in the implementation cycle to review,prioritize, revise, adopt and implement strategies to improve school-wide rituals and routines. Teachers will receive CHAMPS professional development and implement strategies to assist with classroom management.

**Person or Persons Responsible**

Principal Assistant Principal Foundation Team Members

**Target Dates or Schedule**

The First Tuesday of every month

**Evidence of Completion**

The number of referrals/offenses will be compared with the number from the previous year. Data from the School Climate and Foundations Surveys and Focus Walks. Evidence of School-Wide implementation of Foundation/CHAMPS, Common Area rituals, routines and strategies.

**Facilitator:**

District Safe and Healthy Schools Staff Leadership Team CHAMPS Facilitator

**Participants:**

Principal Assistant Principal Foundation Team Members

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

Implement and maintain school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation. Provide teachers with the tools they need to succeed inside of their classrooms with students who have behavior issues. Provide frequent training on classroom and behavior management, deescalation techniques, cultural awareness, conflict resolution and restorative practices.

#### Person or Persons Responsible

Principal Assistant Principal Foundation Team Members District Behavior Specialist

#### Target Dates or Schedule

Daily Classroom observations and Focus Walks Weekly PLC Meetings and Collaboration Foundations Team Meetings (Bi-weekly)

#### Evidence of Completion

Documentation of RTI Meetings Agendas Referral Data Climate Survey Data Classroom Observations Evidence of the use of CHAMPS and Foundations Strategies within classrooms and throughout the school building

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

Facilitate positive interactions between students and teachers Decrease referrals, suspension and in school suspensions Establish a sense of trust, collaboration and community within the school Increase educational opportunities and instructional time for students and teachers.

#### Person or Persons Responsible

Principal Assistant Principal Foundation Team Members District Behavior Specialist (RTI) Response to Intervention Team MINT Mentor

#### Target Dates or Schedule

Individuals Classrooms- Ongoing Early Release Days-Ongoing Monthly August 2013-June 2014 Foundations Team Meeting (Bi-weekly)

#### Evidence of Completion

CHAMPS Training and Sign in sheets Intervention Logs Foundations Team members will analyze data and conduction observations of common areas and report data found. Foundations Surveys (One yearly) Common Area Observations and Documentation (Foundations Resources)

**G3.B3** The need to implement and maintain school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation.

**G3.B3.S1** Strategies from CHAMPS and RTI will be utilized school-wide to provide a safe and civil school environment.

**Action Step 1**

Teachers will utilize strategies from the professional development sessions on CHAMPS and School-wide Rituals and Routines. These strategies will be implemented to assist teachers with classroom management and daily routines.

**Person or Persons Responsible**

Principal Assistant Principal Classroom Teachers Safe and Healthy School Staff CHAMPS Train the Trainer/Facilitator

**Target Dates or Schedule**

Review of School-wide Expectations and Routines during Pre-planning (August 12, 2013) Early Release Day Professional Development CHAMPS Modeling (On-going) District On-line CHAMPS Course (On-going for Novice Teachers)

**Evidence of Completion**

Evidence of CHAMPS Expectations posted and used during daily instruction Classroom Observations and Focus Walk Logs Discipline Data from Genesis MINT Teacher Portfolios

**Facilitator:**

Principal Assistant Principal School Level CHAMPS Facilitator District Safe and Healthy Schools Staff

**Participants:**

All Classroom Teachers MINT Teachers

**Action Step 2**

The RTI Team will attend district professional development sessions and model support for teacher to develop strategies for working with students in need of interventions.

**Person or Persons Responsible**

Principal Assistant Principal RTI Team Classroom Teachers V. E. Resource Teachers

**Target Dates or Schedule**

RTI Meetings (B-Weekly on Mondays) Classroom Observations and Support (On-going)

**Evidence of Completion**

RTI Meeting Agendas and Schedules Documentation of RTI Strategies and Support for Individual Students Referral Data from Genesis V. E. Resource Teacher Schedules Log of Classroom Interventions and Strategies Modeling of RTI Strategies and Support

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

Evidence of school-wide implementation of RTI Strategies, Foundations/CHAMPS, Common Area rituals, routines, and strategies.

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

Principal Assistant Principal Classroom Teachers Safe and Healthy School Staff CHAMPS Train the Trainer/Facilitator RTI Team

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

Review of School-wide Expectations and Routines during Pre-planning (August 12, 2013) Early Release Day Professional Development CHAMPS Modeling (On-going) District On-line CHAMPS Course (On-going for Novice Teachers) RTI Meetings (Bi-weekly Mondays)

#### **Evidence of Completion**

Evidence of CHAMPS Expectations posted and used during daily instruction Classroom Observations and Focus Walk Logs Discipline Data from Genesis MINT Teacher Portfolios School-Wide Assembly Calendar) Data from Foundations Common Area Observations RTI Meeting Agenda and Documentation of Strategies

### **Plan to Monitor Effectiveness of G3.B3.S1**

Evidence to support that the school-wide implementation of Foundations/CHAMPS, Common Area rituals, routines, and strategies are assisting with decreasing the number of suspensions.

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

Principal Assistant Principal Classroom Teachers Safe and Healthy School Staff CHAMPS Train the Trainer/Facilitator

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

Leadership Team Meetings (Tuesdays) Foundations Team Meetings (Bi-weekly) Classroom Observations and Focus Walks (On-going) RTI Meetings (Bi-weekly Mondays)

#### **Evidence of Completion**

Leadership Team Meeting and Agendas Foundations Team Meeting and Agendas Referral Data from Genesis Evidence of CHAMPS and School-wide Rituals and Routines School-wide Assembly Calendar Data from Foundations Common Area Observations RTI Meeting Agendas and Documentation of Student Support and Strategies

**G3.B3.S2** Character Education will be implemented school-wide to model expectations for responsible behavior

**Action Step 1**

The Guidance Counselor will implement Character Education and utilize the Step Up to Bullying Curriculum bi-weekly to maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly.

**Person or Persons Responsible**

Principal Assistant Principal Classroom Teachers Guidance Counselor

**Target Dates or Schedule**

Student of the Month Celebrations and recognition (Monthly) Student of the Month Bulletin Board (On-going) Guidance Counselor Schedule and Weekly Instruction with Second Step and Character Traits (Weekly)

**Evidence of Completion**

Character Education and Second Step Lesson Plans and Schedule Guidance Counselor Schedule Student of the Month Celebration Parent and Student Sign-in Updated Character Education Bulletin Board

**Action Step 2**

A variety of activities will be used to promote Character Education including: Book of the Month, school-wide assemblies, Red Ribbon Week, JSO presentation, and school-related activities.

**Person or Persons Responsible**

Principal Assistant Principal Classroom Teachers Guidance Counselor

**Target Dates or Schedule**

Book of the Month Assemblies (Monthly) Red Ribbon Week (October 2013) JSO Presentation (Once yearly) School-wide Assemblies (August, December, March and May)

**Evidence of Completion**

Book of the Month Bulletin Board (Updated Monthly) Red Ribbon Week Calendar of Activities School-Wide Calendar and Schedule of Activities

### **Plan to Monitor Fidelity of Implementation of G3.B3.S2**

The implementation of Character Education will be implemented school-wide to model expectations for responsible behavior.

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

Principal Assistant Principal Guidance Counselor Classroom Teachers

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

Student of the Month Activities Character Education Classes (On-going) Book of the Month Assembly (Monthly) JSO Presentation (Fall) School-wide Assemblies (Quarterly August, January, March, May)

#### **Evidence of Completion**

Evidence of the Student of the Month Bulletin Board Character Education Lesson Plans Assembly Calendar Book of the Month Bulletin Board Parent Sign-In for the Student of the Month Celebration

### **Plan to Monitor Effectiveness of G3.B3.S2**

The effectiveness of Character Education program along with discipline data will be monitored and assessed during weekly Leadership Team Meetings and Foundations Team Meetings to identify areas of improvement and next steps.

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

Principal Assistant Principal Leadership Team Members Guidance Counselor Foundations Team

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

Leadership Team Meetings (Weekly) Foundations Team Meetings (Bi-weekly)

#### **Evidence of Completion**

Foundations Team Meeting Sign In and Agenda Leadership Team Meeting Agendas and Sign In Student Discipline Data from Genesis



**G4.** Increase the number of students who are proficient in Math on the 2014 Spring FCAT from 44% to 60%.

**G4.B1** Ensuring that District Curriculum Guides and Instructional Framework are implemented with fidelity.

**G4.B1.S1** Teachers will utilize the District Curriculum Guides to incorporate math strategies and the key components of the new instructional framework (Gradual Release Model) to include: Introduction, I do, We do, You do, and viable share time during closing to aid in student progression.

**Action Step 1**

School-wide implementation of the District Instructional Framework to include the Introduction, I Do, We Do, You Do, and Closing. This model will provide a structure for teaching and learning. Teachers will plan and scaffold lessons utilizing the standards and item specifications in an effort to meet the needs of each student working towards mastery level.

**Person or Persons Responsible**

Classroom Teachers School Based Math Coach District Math Specialist Math Interventionist  
Principal Assistant Principal VE Teachers

**Target Dates or Schedule**

Common Planning Time (Weekly) Weekly Professional Learning Community Meetings (Thursdays) Teacher Academy ( June - August 2013) Pre-planning (August 12 - August 16, 2013) Coaching Academy (On-going) Early Release , (September 11, 2013) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks

**Evidence of Completion**

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guides Teacher/Students Generated Charts Interactive Journals and Student Work Assessment Data

**Facilitator:**

Principal Assistant Principal Math Coach Math Interventionist District Math Specialist

**Participants:**

Classroom Teachers School Based Math Coach District Math Specialist Math Interventionist  
Principal Assistant Principal VE Teachers

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

Teachers will receive professional development on the implementation of the District Instructional Framework and key components of the core math curriculum and Gradual Release Model. Evidence of instructional strategies to include the Introduction, I Do, We You, You Do and Closing will be displayed through the use of teacher/student generated charts, Interactive Journals and Math Portfolios.

#### Person or Persons Responsible

Principal Assistant Principal School Based Math Coach District Math Specialist Math Interventionist V. E. Resource Teachers Classroom Teachers

#### Target Dates or Schedule

Common Planning Time (Weekly) Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Coaches Logs District Curriculum Guide Assessments (August, October, January, March, May) Weekly Lesson Plan Checks

#### Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guides Teacher/Students Generated Charts Interactive Journals and Student Work Assessment Data Math Portfolios PLC Meeting Agendas and Sign In Early Release Day Agendas and Sign In V. E. Resource Schedule and Logs

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

Ensuring that the District Framework and core math curriculum is implemented with fidelity to decrease the number of students needing additional interventions and remediation Administration, coaches, and teachers will meet during Weekly PLC and Leadership Team Meetings to monitor and review instructional strategies, analyze data and identify next steps for improvement.

#### Person or Persons Responsible

Principal Assistant Principal School Based Math Coach Leadership Team Members District Math Specialist

#### Target Dates or Schedule

Weekly Leadership Meetings (Tuesdays) Weekly PLC Meetings (Thursdays) Data Chats (Quarterly) District Curriculum Guide Assessments (August, October, January, March, May) Classroom Observations and Focus Walks (On-going) Coaching Logs and Teacher Support (Daily)

#### Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guides Teacher/Students Generated Charts Interactive Journals and Student Work Analysis of Assessment Data (FCIM, Quarterly CGA's, I-Ready) Math Portfolios PLC Meeting Agendas and Sign In Early Release Day Agendas and Sign In V. E. Resource Schedule and Logs Math Lesson Plans

**G4.B1.S2** Teachers will utilize the District Curriculum Guides to access additional resources to include: FCAT Item Specifications, Blended NGSSS and CCSS, and higher order questioning. These resources will be used to scaffold math instruction and develop lesson plans that incorporate higher level questioning and provides opportunities for students to think critically.

**Action Step 1**

Teachers will participate in Professional Development to gain knowledge of how to unpack the Next Generation and Common Core Standards and implementation of the key components of the Math curriculum and the Gradual Release Model. Teachers will utilize strategies within daily math lessons to scaffold instruction and display evidence of the Gradual Release Model in the classroom to support implementation.

**Person or Persons Responsible**

Classroom Teacher VE Teachers School Based Math Coach District Math Specialist Principal Assistant Principal

**Target Dates or Schedule**

Common Planning Time (Weekly) Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Weekly Lesson Plan Checks Weekly Coaching Logs Early Release Date- September 11, 2013

**Evidence of Completion**

Common Planning Time Meeting Minutes PLC Agenda and Sign In Weekly Lesson Plans Student work Teacher/student generated charts Common Board Configurations Classroom Observation and Walk Through logs Math Portfolios

**Facilitator:**

Teri Washington, Math Coach Michelle Quarles, Principal La'Sha Hill, Assistant Principal

**Participants:**

Classroom Teacher VE Teachers School Based Math Coach District Math Specialist Principal Assistant Principal

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

Teachers will utilize District Curriculum Guides and additional resources with fidelity to scaffold Math instruction, develop lesson plans, and incorporate higher level questioning within daily instruction.

#### Person or Persons Responsible

Principal Assistant Principal School Based Math Coach District Math Specialist

#### Target Dates or Schedule

Common Planning Time (Weekly) Weekly Professional Learning Community Meetings (Thursdays)  
Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks  
Weekly Coaching Logs Curriculum Guide Assessments (August, October, January, March, May)

#### Evidence of Completion

Common Planning Time Meeting Minutes PLC Agenda and Sign In Weekly Lesson Plans incorporating resources from the Curriculum Guides Student work Teacher/student generated charts  
Common Board Configurations Classroom Observation and Walk Through logs Math Portfolios Data Notebooks  
Assessment Data Weekly review of i Ready, Reflex Math, and Success Maker Data

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

Teachers will utilize assessment data from the Curriculum Guide Assessments, FCIM assessments, anecdotal notes, i Ready, and Reflex Math to gauge the effectiveness of instructional practices. The administrators and Leadership Team members will meet weekly to analyze data, identify students not responding to Math instruction and provide assistance to increase the effectiveness of daily instruction.

#### Person or Persons Responsible

Principal Assistant Principal Leadership Team

#### Target Dates or Schedule

Common Planning Time (Weekly) Weekly Professional Learning Community Meetings (Thursdays)  
Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks  
Weekly Coaching Logs Curriculum Guide Assessments (August, October, January, March, May) Weekly Leadership Team Meetings (Tuesdays)

#### Evidence of Completion

Common Planning Time Meeting Minutes PLC Agenda and Sign In Weekly Lesson Plans incorporating resources from the Curriculum Guides Student work Teacher/student generated charts  
Common Board Configurations Classroom Observation and Walk Through logs Math Portfolios Data Notebooks  
Assessment Data Weekly review of i Ready, Reflex Math, and Success Maker Data

**G4.B2** Students performing below grade level in Math.

**G4.B2.S1** Effectively utilizing time management and data to identify next steps and differentiate instruction to meet the needs of individual students.

**Action Step 1**

Teachers will utilize Curriculum Guide Assessments, FCIM, I-Ready, Success Maker and anecdotal notes to differentiate instruction based upon individual student needs. Teachers will be provided professional development in the following areas: Guided Math Small Group Instruction Response to Intervention Math Centers Math Tools

**Person or Persons Responsible**

Principal Assistant Principal Math Coach District Math Specialist Teachers V.E. Resources Teachers Math Interventionist

**Target Dates or Schedule**

Weekly Common Planning Time (Fridays) Weekly Professional Learning Community Meetings (Thursdays) Teacher Academy ( June - August 2013) Pre-planning (August 12 - August 16, 2013) Coaching Academy (On-going) Early Release (September 11,25, October 9, 23) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Coaching and Math Support (Ongoing)

**Evidence of Completion**

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guides Teacher/Students Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Math Intervention Logs

**Facilitator:**

Principal Assistant Principal Math Coach Math Interventionist

**Participants:**

Principal Assistant Principal Math Coach District Math Specialist Teachers V.E. Resources Teachers Math Interventionist

## **Action Step 2**

V. E. Resource teachers will work with administrators and classroom teachers develop a daily schedule to provide supplemental support to students based upon their IEP goals.

### **Person or Persons Responsible**

Principal V. E. Resource Teachers Guidance Counselor General Education Teachers District ESE Support Math Coach

### **Target Dates or Schedule**

V. E. Resource Schedule Reviews (On-going) MRT Meetings (Bi-weekly Mondays) Weekly PLC Meetings (Thursdays) Weekly Common Planning Meetings (Fridays) Classroom Observations and Focus Walks (On-going) Lesson Plan Checks (Weekly) Data Chats (Quarterly) District Curriculum Guide Assessments (August, October, January, March and May) Coaching Support (On-going)

### **Evidence of Completion**

Evidence and documentation of support based upon IEP goals and objectives Evidence of small group lesson plans and support V. E. Resource Teacher Schedules Evidence of MRT Meeting Agenda and IEP updates Data from the District Curriculum Guide Assessments Data Notebooks Interactive Journals and Student Work Samples PLC Meeting Agendas and Sign In Common Planning Time Meeting Minutes Classroom Observation Logs

### **Facilitator:**

Principal Assistant Principal Math Coach

### **Participants:**

Principal V. E. Resource Teachers Guidance Counselor General Education Teachers District ESE Support Math Coach

### **Action Step 3**

Teachers will be provided professional development on the implementation of Success Maker, Destination Success, I-Ready, Gizmo's, FCAT Explore, and Reflex Math. Teachers will provide opportunities to engage students through the use of technology and computer-based programs such as: Destination Success, Success Maker, FCAT Explorer, I-Ready, Gizmo's, and Reflex Math.

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

Principal Assistant Principal Math Coach

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

Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Pre-Planning (August 12- August 16, 2013) Early Release( September 5) Success Maker Webinar(August 29th) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

#### **Evidence of Completion**

Evidence of technology embedded in lesson plans Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guide Resources Success Maker Tracking Sheets Assessment Data Use of Data Notebooks

#### **Facilitator:**

Principal Assistant Principal Math Coach

#### **Participants:**

Principal Assistant Principal Math Coach

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

The Principal and Assistant Principal will conduct on-going classroom observations and focus walks to monitor implementation and differentiation of instruction. Professional Development, coaching, and modeling will be provided to support individual teacher needs.

#### Person or Persons Responsible

Principal Assistant Principal Math Coach District Math Specialist RTI Team Members V. E. Resource Teachers

#### Target Dates or Schedule

Weekly Common Planning Time (Fridays) Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Coaching and Math Support (Ongoing) RTI Meeting (Bi-weekly Mondays)

#### Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guides Use of technology during centers and small group instruction Teacher/Students Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Math Intervention Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plan Evidence of support by V. E. Resource Teachers (Schedule)

### Plan to Monitor Effectiveness of G4.B2.S1

Teachers will meet with administrators and coaches during weekly PLC meetings to analyze data, adjust instructional strategies, and identify students not responding to the core math instruction. On-going progress monitoring of these students will be monitored through the RTI and Leadership teams.

#### Person or Persons Responsible

Principal Assistant Principal Leadership Team Teachers RTI Team

#### Target Dates or Schedule

Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Coaching and Math Support (Ongoing) Weekly Leadership Team Meetings Individual Professional Development Plan Reviews (October, January, March and May) Curriculum Guide Assessments (August, October, January, March and May)

#### Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guides Use of technology during centers and small group instruction Teacher/Students Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Math Intervention Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plans Math Portfolios



**G4.B2.S2** Students not responding adequately to math instruction will receive a Progress Monitoring Plan (PMP), participate in Safety Net programs and will be provided an additional 30 minutes of daily supplemental instruction utilizing the RTI process and small group math instruction.

**Action Step 1**

Students will participate in RTI/Safety Net programs that include Saturday School, before and after school tutoring and an additional 30 minutes of daily small group remediation in math.

**Person or Persons Responsible**

Principal Assistant Principal Math Coach District Math Specialist Teachers V.E. Resources  
Teachers Math Interventionist

**Target Dates or Schedule**

Early Release (September 11,25, October 9, 23) Classroom Observations and Focus Walks (Ongoing) Data Chats (Quarterly) Weekly Lesson Plan Checks Coaching and Math Support (Ongoing) Intervention Logs Saturday School (8 weeks; February through March) After School Tutoring (weekly) Math Minion Club (weekly)

**Evidence of Completion**

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Small Group Lesson Plans and Use of the Curriculum Guides Assessment Data Use of Data Notebooks Math Intervention Logs Saturday School Lesson Plans and Attendance Tutoring Lesson Plans and Attendance

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

Teacher will meet weekly with administrators and coaches to analyze and review assessment data and identify students who are in need of remediation. Students will receive the support of safety nets based upon their individual needs. A safety net calendar and plan will be implemented to support student needs. Administrators will monitor the effectiveness of the Math interventions and safety nets through reviewing documentation to support implementation.

#### Person or Persons Responsible

Principal Assistant Principal Math Coach District Math Specialist RTI Team

#### Target Dates or Schedule

Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Coaching and Math Support (Ongoing) Weekly Leadership Team Meetings Individual Professional Development Plan Reviews (October, January, March and May) Curriculum Guide Assessments (August, October, January, March and May) Saturday School Attendance ( 8 weeks; February through March) RTI Meeting Agenda and Student Plans

#### Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Small Group Lesson Plans Assessment Data Use of Data Notebooks Math Intervention Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plan Saturday School Attendance, Lesson Plans and Assessments Safety Net Schedule

### Plan to Monitor Effectiveness of G4.B2.S2

The Leadership Team will analyze and review assessment data and assist teachers in identifying students who are in need of remediation. Students will receive the support of safety nets based upon their individual needs. The effectiveness of the Math interventions and safety nets will be monitored through reviewing documentation to support implementation.

#### Person or Persons Responsible

Principal Assistant Principal Leadership Team RTI Team Teachers VE Resource Teachers

#### Target Dates or Schedule

Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Weekly Leadership Team Meetings Individual Professional Development Plan Reviews (October, January, March and May) Curriculum Guide Assessments (August, October, January, March and May) Saturday School Attendance ( 8 weeks; February through March) RTI Meeting Agenda and Student Plans

#### Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Small Group Lesson Plans Assessment Data Use of Data Notebooks Math Intervention Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plan Saturday School Attendance, Lesson Plans and Assessments Safety Net Schedule Leadership Team Meeting Agenda VE Resource Teacher Schedules

**G5.** Increase the number of students who are proficient in reading by third grade from 45% to 50%.

**G5.B1** Ensuring the successful administration and use of the IOWA Assessment, FLKRS, Curriculum Guide Assessments, FCIM and DAR to drive instruction.

**G5.B1.S1** Teachers will participate in weekly PLC meetings to receive support on analyzing assessment data and identifying next steps for instruction.

**Action Step 1**

Teachers will participate in professional development on the implementation and use of the Curriculum Guide Assessments, DAR, FLKRS, FCIM, and IOWA Assessments.

**Person or Persons Responsible**

Principal Assistant Principal Reading Coach Leadership Team Members District ELA Specialist

**Target Dates or Schedule**

Teacher Academy (July-August) Pre-planning (August 12-16) Weekly PLC Meetings (Thursdays) Early Release Day Trainings (B-weekly)

**Evidence of Completion**

Attendance and Professional Development Points from the Teacher Academy Pre-planning Agenda and Sign In Weekly PLC Meeting Agenda and Sign In Early Release Day Meeting Agenda and Sign In Data Notebooks Reports from Limelight Data from the PMRN FCIM Data

**Facilitator:**

Shaakera Thomas, Reading Coach LaSha Hill, Assistant Principal Michelle Quarles, Principal Cynthia Wright, Reading Interventionist

**Participants:**

Principal Assistant Principal Reading Coach Leadership Team Members District ELA Specialist

## **Action Step 2**

Teachers will implement strategies from professional development sessions and utilize assessment data from the Curriculum Guide Assessments, DAR, FLKRS, FCIM, and IOWA Assessments to drive instruction.

### **Person or Persons Responsible**

Principal Assistant Principal Reading Coach Leadership Team Members District ELA Specialist

### **Target Dates or Schedule**

Teacher Academy (July-August) Pre-planning (August 12-16) Weekly PLC Meetings (Thursdays) Early Release Day Trainings (B-weekly)

### **Evidence of Completion**

Classroom Observation and Focus Walk Logs Weekly PLC Meeting Agenda and Sign In Early Release Day Agenda and Sign In Small group Lesson Plans supported by data Data Notebooks Assessment Data Data Chats (Quarterly)

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

Teachers will meet weekly during PLC meetings to receive support on analyzing assessment data and identifying next steps for instruction. Administrators will monitor the incorporation of strategies from professional development sessions within daily reading instruction.

### **Person or Persons Responsible**

Principal Assistant Principal Reading Coach District ELA Specialist Classroom Teachers

### **Target Dates or Schedule**

Teacher Academy (July-August) Pre-planning (August 12-16) Weekly PLC Meetings (Thursdays) Early Release Day Trainings (B-weekly) Data Chats (Quarterly) Curriculum Guide Assessments (August, October, January, March, May) Data Chats (Quarterly)

### **Evidence of Completion**

Weekly Coaching Logs Weekly Classroom Observation Logs and Focus Walk Forms Data Notebooks Lesson Plans that include differentiation and small group instruction Flexible and fluid small group lesson plans implemented based upon student data Class Profile Sheets and Assessment Data PLC Agenda and Sign In

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

The Leadership Team will meet weekly to monitor reading assessment data and individual student performance and identify next steps for instruction and professional development. Teachers will receive support on analyzing assessment data, instructional strategies and differentiation of instruction based upon student needs.

### Person or Persons Responsible

Principal Assistant Principal Reading Coach District ELA Specialist Classroom Teachers Leadership Team Members

### Target Dates or Schedule

Teacher Academy (July-August) Pre-planning (August 12-16) Weekly PLC Meetings (Thursdays) Early Release Day Trainings (B-weekly) Weekly Leadership Team Meetings (Tuesdays) Data Chats (Quarterly) Curriculum Guide Assessments (August, October, January, March, May) Leadership Team Meetings (Tuesdays)

### Evidence of Completion

Weekly Coaching Logs Weekly Classroom Observation Logs and Focus Walk Forms Data Notebooks Lesson Plans that include differentiation and small group instruction Flexible and fluid small group lesson plans implemented based upon student data Class Profile Sheets and Assessment Data PLC Agenda and Sign In

**G5.B3** Balancing the amount of time spent with students who are proficient compared to the amount of time spent with students who are not proficient.

**G5.B3.S3** Students not responding adequately to reading instruction will receive a Progress Monitoring Plan (PMP) and will be provided an additional 30 minutes of daily supplemental instruction utilizing the RTI process and small group reading instruction.

### Action Step 1

Small group reading interventions and supplemental support for students not responding to the core reading instruction.

#### Person or Persons Responsible

Principal Assistant Principal Classroom Teachers Reading Interventionist Tutors

#### Target Dates or Schedule

During daily reading instruction

#### Evidence of Completion

Development of Progress Monitoring Plans for all students falling below grade level in reading Lesson Plans Reading Interventionist Intervention Logs Tutor Intervention Logs Document of strategies developed through RTI meetings Classroom observations/Focus Walks

## Action Step 2

New and Novice teachers will receive support and professional development on the implementation of RTI strategies and Progress Monitoring Plans

### Person or Persons Responsible

Principal Assistant Principal Reading Coach Guidance Counselor Professional Development Facilitator (PDF)

### Target Dates or Schedule

Weekly PLC Meetings Early Release Days Monthly MINT Meetings On-going Collaboration with Mentor Teachers

### Evidence of Completion

Individual Professional Development Plans (IPDP;S) Evidence of Progress Monitoring Plans PLC Meeting Agendas MINT Meeting Agendas MINT Portfolios

### Facilitator:

Shaakera Thomas, Reading Coach Shakesha Swift, Guidance Counselor Cynthia Diggett, PDFrecie

### Participants:

Principal Assistant Principal Reading Coach Guidance Counselor Professional Development Facilitator (PDF)

## Plan to Monitor Fidelity of Implementation of G5.B3.S3

Teachers will develop Progress Monitoring Plans (PMP'S) and supplemental instruction for all students not responding to the core reading instruction. The RTI Team will assist teachers through identifying strategies to support struggling readers.

### Person or Persons Responsible

Principal Assistant Principal RTI Team

### Target Dates or Schedule

Classroom Observations and Focus Walks (Daily) RTI Meetings (Bi-weekly) Review of weekly Intervention logs

### Evidence of Completion

Daily Lesson Plans Weekly Reading Intervention and Tutor Logs Evidence of Small Group and Center Activities Evidence of the Implementation of RTI Strategies RTI Meeting Agendas and Calendars Reading Data

### Plan to Monitor Effectiveness of G5.B3.S3

Effectiveness of supplemental instruction utilizing the RTI process, Progress Monitoring Plans and small group instruction.

#### Person or Persons Responsible

Principal Assistant Principal RTI Team

#### Target Dates or Schedule

RTI Meetings (Bi-weekly) Weekly PLC Meetings Data Chats (Quarterly during PLC Meetings)

#### Evidence of Completion

Bi-weekly RTI meeting notes Progress Monitoring Plans Reading Data (CGA'S, DAR, IOWA, FLKRS) Reading Intervention Logs and Data Student Progress Reports (Quarterly)

**G6.** Implement STEM and enrichment programs in order to increase the percentage of students who score at level 4 or above in the areas of science (19% - 25%) and math (11% to 15%).

**G6.B4** Consistently addressing the core science benchmarks across all grade levels.

**G6.B4.S1** Extra curricular activities will be provided to support hands-on and STEAM (Science, Technology, Engineering, Arts, and Math) based learning and enrichment.

#### Action Step 1

Students will participate in enrichment programs that are designed to support STEAM activities.

#### Person or Persons Responsible

Principal Assistant Principal Students Classroom Teachers District Science Specialist Reading Coach Math Coach

#### Target Dates or Schedule

Math Minions Club (Weekly) Science Club (Weekly) Science Fair (Yearly in May) Field Trips (Ongoing) Cathedral of Arts Program (Mondays and Wednesdays Weekly) Art Resource (Weekly) Hands-on Activities (Weekly during Labs) Centers to include Technology and Integration of Non-fiction Text (Daily)

#### Evidence of Completion

Student Work Samples Math and Science Club Attendance Evidence of the use of Gizmos, i-ready, FCAT Explorer, and Success Maker Evidence of Non-fiction Text (Science) Field Trip Lesson Plans and Itinerary Daily Lesson Plans Interactive Journals Data from Curriculum Guide Assessments, Success Maker and I-ready

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

Ensure that students are provided opportunities to participate in STEAM activities and enrichment activities.

#### Person or Persons Responsible

Principal Assistant Principal Science Club Sponsor Math Club Sponsor District Science Specialist  
Math Coach Reading Coach

#### Target Dates or Schedule

Classroom Observations and Focus Walks (On-going) Modeling and Support from Coaches (On-going) Science Club Attendance (Weekly) Math Club Attendance (Weekly) Leadership Team Meetings (Tuesdays Weekly) Review of Field Trip Requests and Lesson Plans (On-going) Weekly Lesson Plan Checks

#### Evidence of Completion

Science Club Attendance Math Club Attendance Lesson Plans incorporating STEAM Activities Data from CGA'S, I-ready, and Success Maker Evidence of Hands-on Activities and Weekly Labs

### Plan to Monitor Effectiveness of G6.B4.S1

Leadership Team Members will meet weekly to monitor the effectiveness of the implementation of STEAM activities in all core subject areas and grade levels. Teachers, coaches and administrators will meet weekly during PLC Meetings to review student work samples and data to identify next steps for instruction and enrichment.

#### Person or Persons Responsible

Principal Assistant Principal Classroom Teachers Lead Science Teacher District Science Specialist  
Art Teacher Math Coach Reading Coach

#### Target Dates or Schedule

Weekly Leadership Team Meetings (Tuesdays) Classroom Observations and Focus Walks (On-going) PLC Meetings and Collaboration (Thursdays Weekly)

#### Evidence of Completion

PLC Meeting Sign In and Agendas Classroom Observations and Focus Walk Logs District Curriculum Guide Assessment Data Student Work Samples Evidence of STEAM activities and Labs Evidence of Field Trips and Hands-on Activities



**G6.B4.S4** Teachers will participate in professional development on implementing STEAM activities within the classroom with fidelity across all grade levels.

**Action Step 1**

Teachers will participate in professional development on how to create and incorporate STEAM activities into daily instruction across all content areas.

**Person or Persons Responsible**

Principal Assistant Principal Classroom Teachers Lead Science Teacher District Science Specialist Art Teacher Math Coach Reading Coach

**Target Dates or Schedule**

Early Release Day Professional Development (11/6/13) Weekly PLC Meetings (Thursdays) Weekly Science Labs (On-going)

**Evidence of Completion**

Early Release Day Sign In, Agendas and Calendar PLC Meeting Sign In and Agendas Classroom Observations and Focus Walk Logs District Science Specialist, Math and Reading Coach Logs and Evidence of Support Teacher/Student Generated Charts Interactive Journals Student Work Samples

**Facilitator:**

District Science Specialist Science Lead Teacher

**Participants:**

Principal Assistant Principal Classroom Teachers Lead Science Teacher District Science Specialist Art Teacher Math Coach Reading Coach

**Plan to Monitor Fidelity of Implementation of G6.B4.S4**

Ensure that STEAM strategies are implemented with fidelity in all core subject areas and grade levels.

**Person or Persons Responsible**

Principal Assistant Principal Classroom Teachers Lead Science Teacher District Science Specialist Art Teacher Math Coach Reading Coach

**Target Dates or Schedule**

Classroom Observation and Focus Walks (On-going) Modeling of STEAM Strategies by Coaches(On-going) PLC Meetings and Collaboration (Thursdays Weekly)

**Evidence of Completion**

PLC Meeting Sign In and Agendas Classroom Observations and Focus Walk Logs District Science Specialist, Math and Reading Coach Logs and Evidence of Support Teacher/Student Generated Charts Interactive Journals Student Work Samples Evidence of STEAM activities and Labs

## **Plan to Monitor Effectiveness of G6.B4.S4**

Leadership Team Members will meet weekly to monitor the effectiveness of the implementation of STEAM strategies in all core subject areas and grade levels. Teachers, coaches and administrators will meet weekly during PLC Meetings to review student work samples and data to identify next steps for instruction and professional development.

### **Person or Persons Responsible**

Principal Assistant Principal Classroom Teachers Lead Science Teacher District Science Specialist  
Art Teacher Math Coach Reading Coach

### **Target Dates or Schedule**

Weekly Leadership Team Meetings (Tuesdays) Classroom Observations and Focus Walks (On-going)  
PLC Meetings and Collaboration (Thursdays Weekly)

### **Evidence of Completion**

PLC Meeting Sign In and Agendas Classroom Observations and Focus Walk Logs District Curriculum  
Guide Assessment Data Student Work Samples Evidence of STEAM activities and Labs

**G7.** Increase the percentage of proficiency (3 or above) on the 2014 Science Spring FCAT 2.0 by 10% from 50% to 55%.

**G7.B2** Students reading below grade level

**G7.B2.S2** The RTI team, Interventionist, Instructional Coaches and V. E. Resource teachers work with and collaborate with general education teachers to provide remediation and small group instruction to SWD and students falling below grade level to help them to understand scientific concepts and the skills needed to make increase achievement in science.

**Action Step 1**

V. E. Resource teachers will work with administrators and classroom teachers develop a daily schedule to provide supplemental support to students based upon their IEP goals.

**Person or Persons Responsible**

Principal V. E. Resource Teachers Guidance Counselor General Education Teachers District ESE Support Reading Coach

**Target Dates or Schedule**

V. E. Resource Schedule Reviews (On-going) MRT Meetings (Bi-weekly Mondays) Weekly PLC Meetings (Thursdays) Weekly Common Planning Meetings (Fridays) Classroom Observations and Focus Walks (On-going) Lesson Plan Checks (Weekly) Data Chats (Quarterly) District Curriculum Guide Assessments (August, October, January, March and May) Coaching Support (On-going)

**Evidence of Completion**

Evidence and documentation of support based upon IEP goals and objectives Evidence of small group lesson plans and support V. E. Resource Teacher Schedules Evidence of MRT Meeting Agenda and IEP updates Data from the District Curriculum Guide Assessments Data Notebooks Interactive Journals and Student Work Samples PLC Meeting Agendas and Sign In Common Planning Time Meeting Minutes Classroom Observation Logs

**Action Step 2**

Students will participate in Tier 1 instruction daily. The V. E. Resource teachers will work with students based upon IEP goals and objectives and assist the general education teacher with strategies to support individual students. The Reading Coach will assist both the V. E. Resource and general education teachers with strategies to support reading in science. Students will participate in daily small group instruction to develop skills and increase comprehension of learning tasks.

**Person or Persons Responsible**

Principal V. E. Resource Teachers Guidance Counselor General Education Teachers District ESE Support

**Target Dates or Schedule**

V. E. Resource Schedule Reviews (On-going) MRT Meetings (Bi-weekly Mondays) Weekly PLC Meetings (Thursdays) Weekly Common Planning Meetings (Fridays) Classroom Observations and Focus Walks (On-going) Lesson Plan Checks (Weekly) Data Chats (Quarterly) District Curriculum Guide Assessments (August, October, January, March and May) Coaching Support (On-going)

**Evidence of Completion**

MRT Meeting Agendas and Sign In Evidence and documentation of support based upon IEP goals and objectives Evidence of small group lesson plans and support V. E. Resource Teacher Schedules Evidence of MRT Meeting Agenda and IEP updates Data from the District Curriculum Guide Assessments Data Notebooks Interactive Journals and Student Work Samples PLC Meeting Agendas and Sign In Common Planning Time Meeting Minutes

**Action Step 3**

The RTI Team, Interventionists and classroom teachers will utilize FCIM and CGA data to identify students who fall below grade level in science. Students will be provided with small group instruction and a Progress Monitoring Plan outlining instructional strategies and support. The Reading Coach will assist teachers with strategies to support reading in science.

**Person or Persons Responsible**

Principal RTI Team Guidance Counselor Classroom Teachers Reading Coach Reading Interventionist

**Target Dates or Schedule**

RTI Schedule and Agendas (Bi-weekly Mondays) Weekly PLC Meetings (Thursdays) Weekly Common Planning Meetings (Fridays) Classroom Observations and Focus Walks (On-going) Lesson Plan Checks (Weekly) Data Chats (Quarterly) District Curriculum Guide Assessments (August, October, January, March and May) Coaching Support (On-going) Safety Net Schedules Reading Interventionist Lesson Plans

**Evidence of Completion**

RTI Meeting Agendas and Sign In Evidence of small group lesson plans and support Reading Interventionist Schedules Data from the District Curriculum Guide Assessments Data Notebooks PLC Meeting Agendas and Sign In Common Planning Time Meeting Minutes Evidence of the Implementation of PMP'S

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

Administrators will monitor the collaboration of teachers and the implementation of daily safety nets, small group instruction and differentiation of science instruction that is based upon the needs of individual students. Students will participate in daily small group instruction to develop skills and increase comprehension of learning tasks in science.

#### Person or Persons Responsible

Principal Assistant Principal District Science Specialist

#### Target Dates or Schedule

Classroom Observations and Focus Walks (On-going) Weekly PLC Meetings (Thursdays) Weekly Leadership Team Meetings (Tuesdays) Common Planning Time Meetings (Fridays) Coaches Logs and Support (On-going) Interventions and V. E. Resource Logs (On-going)

#### Evidence of Completion

Daily lesson plans to include differentiation and small group instruction. Safety Net Schedule and Support V. E. Resource Teacher Calendar and Lesson Plans Common Planning Meeting Minutes Weekly PLC Meeting Agendas Classroom Observations and Logs Interventionist Logs Coaches Logs and Documentation RTI Agenda and Calendars Progress Monitoring Plans and Implementation MRT Meeting Agendas and Documentation of IEP's

### Plan to Monitor Effectiveness of G7.B2.S2

Administrators, Leadership Team members and teachers will meet during weekly PLC and Leadership Team meetings to review FCIM and CGA data, discuss instructional practices and review the implementation of safety nets, RTI, PMP'S and IEP'S to support student growth. Adjustments will be made to science instruction based upon the needs of individual students.

#### Person or Persons Responsible

Principal Assistant Principal Leadership Team Teachers Media Specialist

#### Target Dates or Schedule

Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Weekly Leadership Team Meetings Individual Professional Development Plan Reviews (October, January, March and May) Curriculum Guide Assessments (August, October, January, March and May)

#### Evidence of Completion

Documentation of Classroom Observations and Focus Walks Documentation of Coaching Support and Modeling Early Release Day Meeting Agenda and Sign-in PLC Meeting Agenda and Sign-in Science Lesson Plans to include the use of small group instruction and remediation Evidence of Progress Monitoring Plan updates Leadership Team Meeting Agendas and Sign-In Documentation of Classroom Observations and Focus Walks CGA and FCIM Assessment Data Use of Data Notebooks Safety Net Team Calendar and Identified Students

**G7.B2.S3** Utilize the approved science curriculum and non-fiction science text to develop a school-wide implementation of the Next Generation Standards and integration of the Common Core Standards to integrate reading and writing in science.

**Action Step 1**

Utilize non-fiction text to include the use of National Geographic, Weekly Readers and science textbooks to integrate reading and writing into science and develop a school-wide focus and transition to the Common Core Standards

**Person or Persons Responsible**

Principal District Coach Leadership Team Teachers

**Target Dates or Schedule**

Early Release Day Professional Development (9/11/13, 10/23/13, 11/6/13) Individual Professional Development Plan Reviews (Quarterly) Weekly PLC Meetings (On-going) Classroom Observations and Focus Walks (On-going) Coaching Support (On-going)

**Evidence of Completion**

Classroom Observations and Focus Walks Weekly lesson plans to include the use of non-fiction text along with the NGSSS and CCSS. Documentation of Coaches Logs and Support PLC Meeting Agendas and Sign In ERD Professional Development Agendas and Sign In Student Work Samples and Interactive Journals Teacher/Student Generated Charts Evidence of Individual Professional Development Plan Strategies.

## **Action Step 2**

Teachers will receive professional development on unpacking the Common Core Standards, and implementation along with strategies to integrate reading and writing into science.

### **Person or Persons Responsible**

Principal District Coach Leadership Team Teachers

### **Target Dates or Schedule**

Early Release Day Professional Development (9/11/13, 10/23/13, 11/6/13) Individual Professional Development Plan Reviews (Quarterly) Weekly PLC Meetings (On-going) Classroom Observations and Focus Walks (On-going) Coaching Support (On-going)

### **Evidence of Completion**

Classroom Observations and Focus Walks Weekly lesson plans to include the use of non-fiction text along with the NGSSS and CCSS. Documentation of Coaches Logs and Support PLC Meeting Agendas and Sign In ERD Professional Development Agendas and Sign In Student Work Samples and Interactive Journals Teacher/Student Generated Charts Evidence of Individual Professional Development Plan Strategies.

### **Facilitator:**

Michelle Quarles, Principal LaSha Hill, Assistant Principal Shaakera Thomas, Reading Coach Rebecca Cook, Lead Science Teacher District Science Specialist

### **Participants:**

Principal District Coach Leadership Team Teachers

### **Plan to Monitor Fidelity of Implementation of G7.B2.S3**

Administrators will monitor the implementation of non-fiction science text and the use of the NGSSS and CCSS to integrate reading and writing in science through daily classroom observations and focus walks. Teachers will meet weekly during PLC meetings to discuss the implementation of instructional strategies and identify next steps for instruction.

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

Principal Assistant Principal Classroom Teachers Media Specialist Reading Coach District Reading Specialist

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

Early Release Day Professional Development (9/11/13, 10/23/13, 11/6/13) Individual Professional Development Plan Reviews (Quarterly) Weekly PLC Meetings (On-going) Classroom Observations and Focus Walks (On-going) Coaching Support (On-going)

#### **Evidence of Completion**

Documentation of Classroom Observations and Focus Walks Documentation of Reading Coach Support and Modeling Early Release Day Meeting Agenda and Sign-in PLC Meeting Agenda and Sign-in Science Lesson Plans to include the use of the NGSSS and CCSS. Evidence of the use of non-fiction text, teacher/student generated charts, student work and Interactive Journal Evidence of Individual Professional Development Plan updates and reflection.



### Plan to Monitor Effectiveness of G7.B2.S3

Administrators, Leadership Team members and teachers will meet during weekly PLC and Leadership Team meetings to review FCIM and CGA data, discuss instructional practices and review the implementation of the Common Core Standards and Next Generation State Standards in Science along with the integration of non-fiction text. Adjustments will be made to instruction based upon the needs of individual students.

#### Person or Persons Responsible

Principal Assistant Principal Leadership Team Teachers Media Specialist

#### Target Dates or Schedule

Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Weekly Leadership Team Meetings Individual Professional Development Plan Reviews (October, January, March and May) Curriculum Guide Assessments (August, October, January, March and May) Media Center Lesson Plans (Weekly)

#### Evidence of Completion

Documentation of Classroom Observations and Focus Walks Documentation of Reading Coach Support and Modeling Early Release Day Meeting Agenda and Sign-in PLC Meeting Agenda and Sign-in Science Lesson Plans to include the use of the NGSSS and CCSS. Evidence of the use of non-fiction text, teacher/student generated charts, student work and Interactive Journal Evidence of Individual Professional Development Plan updates and reflection. Leadership Team Meeting Agendas and Sign-In Documentation of Classroom Observations and Focus Walks CGA and FCIM Assessment Data Use of Data Notebooks

**G7.B6** Ensuring that District Curriculum Guides and Instructional Framework are implemented with fidelity across all grade levels in science.

**G7.B6.S1** Teachers will utilize the District Curriculum Guides to incorporate higher level questioning, hands-on activities and the key components of the District Instructional Framework (Gradual Release Model) in science.

### **Action Step 1**

A school-wide emphasis will be placed on the implementation of the District Instructional Framework to include the Gradual Release Model and key components in science across all grade levels. Teachers will plan and scaffold lessons utilizing the standards and Item Specifications to increase higher order thinking skills and meet the needs of each student working towards mastery level in science.

### **Person or Persons Responsible**

Principal Assistant Principal District Specialist School Coaches K-5 Science Teachers

### **Target Dates or Schedule**

Weekly Common Planning Time Weekly PLC Meetings (Thursdays) Teacher Academy (July - August) Pre-planning (August 12-16, 2013) Coaching Academy (On-going) Early Release Day Professional Development (October 6, 2013) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks District Science Specialist Feedback and Support (On-going) Curriculum Guide Assessments (August, October, January, March and May) Weekly Science FCIM Assessments Science Labs and Hands-on Activities (2-5 days weekly)

### **Evidence of Completion**

Weekly Common Planning Meeting Minutes Weekly PLC Meeting Agendas and Minutes Daily Science Lesson plans and Use of the Curriculum Guides Interactive Journals and Student work Science Portfolios CGA Data FCIM Data Teacher/Student Generated Charts Early Release Day Agendas and Sign In Classroom Observation Logs Coaching Logs and Documentation of Support Individual Professional Development Plans (Quarterly Review)

## **Action Step 2**

Teachers will participate in professional development on implementation of the Gradual Release Model, higher level questioning and the use of hands-on activities in science. Evidence of instructional strategies will be exhibited through the use of teacher/student generated charts, Interactive Journals, Science Portfolios and hands-on science activities and labs.

### **Person or Persons Responsible**

Principal Assistant Principal District Specialist School Coaches K-5 Science Teachers

### **Target Dates or Schedule**

Weekly Common Planning Time Weekly PLC Meetings (Thursdays) Teacher Academy (July - August) Pre-planning (August 12-16, 2013) Coaching Academy (On-going) Early Release Day Professional Development (September 11, 2013 and October 6, 2013) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks District Science Specialist Feedback and Support (On-going) Individual Professional Development Plans (Quarterly Review)

### **Evidence of Completion**

Weekly Common Planning Meeting Minutes Weekly PLC Meeting Agendas and Minutes Daily Science Lesson plans and Use of the Curriculum Guides Interactive Journals and Student work Science Portfolios CGA Data FCIM Data Teacher/Student Generated Charts Early Release Day Agendas and Sign In Classroom Observation Logs Coaching Logs and Documentation of Support Individual Professional Development Plans (Quarterly Review) Evidence of the scientific process and hands on activities

### **Facilitator:**

Principal Leadership Team District Science Specialist Science Lead Teacher PDF

### **Participants:**

Principal Assistant Principal District Specialist School Coaches K-5 Science Teachers

## Plan to Monitor Fidelity of Implementation of G7.B6.S1

Administrators will monitor the fidelity and implementation of the District Curriculum Guides and key components of the science curriculum to include the use of Item Specifications, standards, higher order questioning strategies, hands-on activities, labs, and the use of the Interactive Journals across all grade levels. All students K-5 will participate in weekly scheduled lab times emphasizing the use of a common lab report format to document hands-on activities. Administrators will monitor the implementation lab activities through classroom observations and daily focus walks. Coaches will support teachers as they utilize strategies from professional development sessions to enhance daily science instruction.

### Person or Persons Responsible

Principal Assistant Principal District Specialist School Coaches

### Target Dates or Schedule

Weekly Common Planning Time Weekly PLC Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks District Science Specialist Feedback and Documentation of Support (On-going) Curriculum Guide Assessments (August, October, January, March and May) Weekly Science FCIM Assessments

### Evidence of Completion

Weekly Common Planning Meeting Minutes Weekly PLC Meeting Agendas and Minutes Daily Science Lesson plans and Use of the Curriculum Guides and Item Specifications Interactive Journals and Student work Science Portfolios CGA Data FCIM Data Teacher/Student Generated Charts Early Release Day Agendas and Sign In Classroom Observation Logs Coaching Logs and Documentation of Support Individual Professional Development Plans (Quarterly Review)

## Plan to Monitor Effectiveness of G7.B6.S1

The effectiveness of the District Framework and core science instruction will be monitored by administrators, leadership team members, and teachers to assess the effectiveness of instructional strategies during weekly PLC and Leadership Team meetings. Lesson plans will be observed and monitored through classroom observations and focus walks throughout the year. Interactive journals will be scored using a rubric. Students will take FCIM test bi-weekly after two weeks of instruction on the benchmark with 80% accuracy. If accuracy not accomplished they will be retaught, either in class, small group or tutoring before or after school.

### Person or Persons Responsible

Leadership Team District Specialist

### Target Dates or Schedule

Weekly Common Planning Time Meetings Weekly PLC Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks District Science Specialist Feedback and Documentation of Support (On-going) Curriculum Guide Assessments (August, October, January, March and May) Science FCIM Assessments (Weekly)

### Evidence of Completion

Weekly Common Planning Meeting Minutes Weekly PLC Meeting Agendas and Minutes Daily Science Lesson plans and Use of the Curriculum Guides and Item Specifications Interactive Journals and Student work Science Portfolios CGA Data FCIM Data Teacher/Student Generated Charts Early Release Day Agendas and Sign In Classroom Observation Logs Coaching Logs and Documentation of Support Individual Professional Development Plans (Quarterly Review)

**G8.** Increase the percent of students scoring at level 4 and above from 19% to 25% on the 2014 Science Spring FCAT 2.0

**G8.B7** Balancing the amount of time spent with students who are proficient compared to the amount of time spent with students who are not proficient.

**G8.B7.S1** Teachers will incorporate critical thinking activities, higher level questioning and enrichment for students scoring above proficiency in science by utilizing technology along with question stems from the FCAT Item Specifications.

**Action Step 1**

Student scoring above mastery will be provided higher level enrichment activities access through technology based programs such as Gizmos.

**Person or Persons Responsible**

Principal Assistant Principal Teachers District Science Specialist

**Target Dates or Schedule**

Classroom Observations and Focus Walks (On-going) Weekly PLC Meetings (Thursdays)  
Coaching and Support (On-going) Early Release Days Data Chats (Quarterly) Individual  
Professional Development Plan Reviews (Quarterly)

**Evidence of Completion**

Evidence of the use of technology and differentiation and higher level questioning within in science lesson plans Evidence of Classroom Observations and Focus Walks Evidence of Coaching and Support Student Work Samples Assessments and Data Use of the Data Notebook

## Action Step 2

Teachers will use question stems from the FCAT Item Specifications and Curriculum Learning Guide to expose students to critical thinking activities and higher level questioning.

### Person or Persons Responsible

Principal Assistant Principal Teachers Lead Science Teacher District Science Specialist

### Target Dates or Schedule

Classroom Observations (On-going) Weekly PLC Meetings (Thursdays) Common Planning Time (Fridays) Coaching and Support (On-going) Early Release Day (9/11/13 and 10/6/13)

### Evidence of Completion

Evidence of the use of Item Specifications, Curriculum Guides and Higher Level Questioning in science lesson plans Evidence of Classroom Observations and Focus Walks Evidence of Coaching and support Student Work Samples Assessments and Data Use of the Data Notebook

### Facilitator:

Michelle Quarles, Principal LaSha Hill, Assistant Principal District Science Specialist

### Participants:

Principal Assistant Principal Teachers Lead Science Teacher District Science Specialist

## Plan to Monitor Fidelity of Implementation of G8.B7.S1

Ensuring the integration of technology and higher level questioning strategies are incorporated into daily science instruction with fidelity and students are exposed to various enrichment activities to increase skills in critical thinking.

### Person or Persons Responsible

Principal Assistant Principal District Science Coach

### Target Dates or Schedule

Classroom Observations and Focus Walks (On-going) Coaching Support and Modeling (On-going) Weekly PLC Meetings (Thursdays) Weekly Common Planning Meetings (Fridays) Data Chats (Quarterly) Daily Lesson Plans

### Evidence of Completion

Documentation of Classroom Observations, Lesson Plan Checks and Focus Walks Evidence of Coaching Logs Documenting support Student Work Samples Assessments and Data Use of the Data Notebook PLC Meeting Agenda and Sign IN Common Planning Meeting Minutes

## Plan to Monitor Effectiveness of G8.B7.S1

Monitoring the effectiveness of integrating technology and higher level questioning strategies and critical thinking skills within daily science instruction.

### Person or Persons Responsible

Principal Assistant Principal Leadership Team District Science Specialist

### Target Dates or Schedule

Weekly Leadership Team Meetings (Tuesdays) Weekly PLC Meetings (Thursdays) Curriculum Guide Assessments (August, October, January, March, May) Classroom Observations and Focus Walks (On-going) Lesson Plan Checks (On-going) Data Chats (Quarterly)

### Evidence of Completion

Weekly Leadership Team Meeting Agenda and Sign In Review of Curriculum Guide Assessment Data Documentation of Classroom Observations, Lesson Plan Checks and Focus Walks Evidence of Coaching Logs Documenting support Student Work Samples Use of the Data Notebook PLC Meeting Agenda and Sign IN Data Chats



**G9.** Increase the percentage of students who are proficient (3.5 or above) on the 2014 Spring FCAT Writing Assessment from 17% to 50%.

**G9.B1** Ensuring the that the Common Core Standards, District Instructional Framework and elements of writer's craft are implemented with fidelity across all grade levels.

**G9.B1.S1** Time during Early Release Days and Weekly PLC meetings will be utilized to provide teachers with professional development on how to implement the District Instructional Framework, unpack the Common Core Standards, utilize mentor text, anchor papers, and exemplars to increase the level of rigor and instructional support across all grade levels and content areas.

**Action Step 1**

Professional Development for writing instruction to include: Gradual Release Model Unpacking the Common Core Standards Composing Opinions and Informational Text Writing Across all Content Areas Use of Rubrics, Anchor Papers and Exemplars Writing Conferencing Small Group Instruction

**Person or Persons Responsible**

Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers

**Target Dates or Schedule**

Early Release Days (September 25, 2013, October 9, 2013, December 11, 2013, January 8, 2014, and January 22, 14) Weekly PLC Meetings (Thursdays)

**Evidence of Completion**

Student Portfolio Crates that include completed writing pieces from each genre Data Notebooks Conferencing Logs Teacher/student generated charts Lesson Plans Interactive Journals

**Facilitator:**

Michelle Quarles LaSha Hill Shaakera Thomas

**Participants:**

Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers

## **Action Step 2**

Provide opportunities for novice teachers to participate in collegial observations, modeled lessons and time to collaborate with Mentor Teachers during MINT Meetings

### **Person or Persons Responsible**

Principal Assistant Principal Classroom Teachers District CADRE Professional Development Facilitator (PDF) Substitute Teacher

### **Target Dates or Schedule**

Monthly MINT Meetings (First Friday Monthly) Collegial observations/Modeling (Scheduled as needed)

### **Evidence of Completion**

MINT Portfolios Individual Professional Development Plans (IPDP) Calendar with scheduled observations Evidence of Mentor Observations and Debriefs

### **Facilitator:**

Michelle Quarles Cynthia Diggett

### **Participants:**

Principal Assistant Principal Classroom Teachers District CADRE Professional Development Facilitator (PDF) Substitute Teacher

## **Action Step 3**

Coaching Learning Cycles (CLC'S)

### **Person or Persons Responsible**

Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers Substitute Teacher

### **Target Dates or Schedule**

Weekly Common Planning (Mondays) Use of substitute as needed

### **Evidence of Completion**

Evidence of Lesson Plans CLC Agenda and Sign In Evidence of Instructional Practices within Classrooms

### **Facilitator:**

Michelle Quarles Shaakera Thomas LaSha Hill

### **Participants:**

Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers Substitute Teacher

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

Monitoring the implementation of the District Instructional Framework, implementation of Common Core Standards, small group instruction, conferencing and elements of writer's craft across all grade levels.

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

Principal Assistant Principal Reading Coach District ELA Specialist

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

Daily Classroom Observations Coaching and Modeling (On-going) Weekly PLC Meetings and Collaboration Curriculum Guide Assessments (August, October, January, March, May)

#### **Evidence of Completion**

Classroom Observation Logs and Focus Walk Forms Leadership Team Agenda and sign In Coaches Logs Identifying Strategies and Support for Teachers Evidence of Writing Data and Student Work Evidence of Writing Lesson Plans Coaching Logs Outlining Support for Teachers PLC Agendas

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

The Leadership Team members will review and analyze writing data to identify areas of improvement and next steps for instruction during weekly Leadership Team Meetings. Administrators will review and analyze documentation from classroom observations and focus walks to identify areas of improvement, needs for professional development and next steps for improvement.

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

Principal Assistant Principal Leadership Team

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

Weekly Leadership Team Meetings Weekly Administrative Meetings Curriculum Guide Assessments (August, October, January, March, May) Weekly Writing Camps

#### **Evidence of Completion**

Weekly Leadership Team Meeting Agendas and Sign In Writing Performance Data from the District Curriculum Guide Assessments and Writing Camps Evidence of Focus Walks and Classroom Observations (Formal and Informal)

**G9.B1.S2** Teachers will receive support through modeling of instructional strategies and best practices in writing from school based and district level coaches on the District Instructional Framework and Gradual Release Model (I Do, We Do, You Do). Teachers will utilize the strategies learned to facilitate the Gradual Release Model to scaffold and support daily writing instruction.

### **Action Step 1**

Modeling of instructional strategies and best practices in writing to include the implementation of the District Instructional Framework and the Gradual Release Model (I Do, We Do, You Do)

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

Principal Assistant Principal Reading Coach District ELA Coach

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

Teacher Academy (July - August) Pre-planning (August) Collegial Observations (On-going)

#### **Evidence of Completion**

Individual Professional Development Plans (IPDP) Coaching Logs MINT Portfolios Documentation of collegial observations, feedback and reflection Evidence of strategies within daily lesson plans

#### **Facilitator:**

Michelle Quarles, Principal LaSha Hill, Assistant Principal Mentor Teachers District CADRE Shaakeera Thomas, Reading coach District ELA Specialist

#### **Participants:**

Principal Assistant Principal Reading Coach District ELA Coach

### **Action Step 2**

Teachers will utilize strategies learned to facilitate the Gradual Release Models to support and scaffold daily instruction with fidelity.

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

Principal Assistant Principal Classroom Teachers

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

During daily writing instruction

#### **Evidence of Completion**

Daily lesson plans to include the Gradual Release Model Classroom Artifacts Writing Portfolios

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

Modeling of instructional strategies and best practices in writing to include the Instructional Framework and Gradual Release Model. Daily Implementation and evidence of the District Framework and Gradual Release Model to support and scaffold daily writing instruction.

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

Principal Assistant Principal Reading Coach District ELA Specialist

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

Weekly Classroom Observations and Focus Walks PLC Meetings (Weekly) Common Planning Minutes (Weekly) Collegial Observations (On-going)

#### **Evidence of Completion**

Daily Lesson Plans to include the Gradual Release Model Classroom Artifacts Writing Portfolios Coaching Logs Documentation from Collegial Observations Formal and Informal Classroom Observations Individual Professional Development Plan (IPDP)

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

Modeling of instructional strategies and best practices in writing to include the Instructional Framework and Gradual Release Model. Daily Implementation and evidence of the District Framework and Gradual Release Model to support and scaffold daily writing instruction.

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

Principal Assistant Principal Leadership Team District CADRE Teacher for America

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

Leadership Team Meetings (Weekly) Teach for America Observations (Monthly) PLC Meetings (Weekly) Classroom Observations and Focus Walks (On-going)

#### **Evidence of Completion**

Documents of Classroom Observations and Focus Walks Coaching Logs Daily Lesson Plans Writing Portfolios Student Writing Assessments and Data Data Chats (Quarterly)

**G9.B1.S4** A school-wide emphasis will be placed on the alignment of the Next Generation Sunshine State Standards and Common Core State Standards in writing through teaching students the skills necessary respond to text, utilize evidence from text to support their writing and compose informational text across all content areas.

### **Action Step 1**

Teachers will utilize the Next Generation Sunshine State Standards and Common Core State Standards in writing to increase student skills in responding to text using evidence from the text to support their writing in addition to composing informational text across all content areas.

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

Principal Assistant Principal Reading Coach District ELA Specialist Classroom Teachers Teach For America

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

Writing Instruction (Daily) Classroom Observations (On-going) PLC Meetings (Weekly)

#### **Evidence of Completion**

Daily Writing Lesson Plans Classroom Artifacts Writing Portfolios - Samples of Student Work Use of non-fiction text to support writing Interactive Journals Common Board Configuration Evidence of the Book of the Month Response to Literature

### **Action Step 2**

Teachers will model the writing process daily; all writing will be dated, and recorded in a source book/ journal, or work folder for monitoring of growth across time.

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

Principal Assistant Principal Reading Coach District ELA Specialist Classroom Teachers Teach For America

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

Writing Instruction (Daily) Classroom Observations (On-going) PLC Meetings (Weekly)

#### **Evidence of Completion**

Evidence of student work over time Conference logs Writing Portfolios Assessment Crates Analytic and Six Point rubrics along with anchor sets, Posted student Work. Student use of evidence to support writing

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

Monitoring the implementation of the Common Core State Standards in writing to increase student skills in using evidence from the text to support their writing in addition to composing informational text across all content areas.

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

Principal Assistant Principal Reading Coach District ELA Specialist

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

Classroom Observations and Focus Walks (On-going) Lesson Plan Checks (On-going) PLC Meetings (Weekly) Book of the Month Response to Literature (Monthly)

#### **Evidence of Completion**

Daily Coaches Logs and evidence of teacher support Daily Classroom Observation Logs and Focus Walks Evidence of Lesson Plans Common Board Configurations Writing Data and District Assessments Book of the Month Responses

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

Monitoring the effectiveness and implementation of the Common Core State Standards in writing to increase student skills in using evidence from the text to support their writing in addition to composing informational text across all content areas.

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

Principal Assistant Principal Leadership Team Classroom Teachers

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

PLC Meetings (Weekly) Leadership Team Meetings (Weekly) Data Chats (Quarterly) Classroom Observations and Focus Walks (On-going)

#### **Evidence of Completion**

Student writing samples from District Writing Assessments will be scored by classroom teachers and coaches using anchor papers. Samples of student work will be used to measure student progress in order to identify next steps for instruction.

**G9.B4** Time, and resources needed to effectively analyze data, conduct writing conferences and differentiate instruction based upon individual student needs in writing.

**G9.B4.S2** Teachers will conference with a minimum of 3-4 groups daily on the elements of writer's craft to include editing, revising and publishing of polished writing pieces.

**Action Step 1**

Classroom teachers will implement small group/differentiation of instruction and conferencing during writing daily.

**Person or Persons Responsible**

Classroom Teachers Reading Coach District ELA Specialist

**Target Dates or Schedule**

Daily during writing instruction

**Evidence of Completion**

Writing Conference Logs Lesson Plans to include small group/differentiation

**Action Step 2**

Professional development will be provided to teachers in the following areas: Strategies for Effective Writing Conferences, Writer's Notebooks, and Interactive Journals

**Person or Persons Responsible**

Principal Assistant Principal Reading Coach Classroom Teachers

**Target Dates or Schedule**

Early Release Day Professional - September 25, 2013, October 9, 2013) Development (Wednesday Bi-weekly)

**Evidence of Completion**

Professional Development Calendar ERD sign in Evidence of strategies within daily lesson plans Student work Evidence of conference logs

**Facilitator:**

Michelle Quarles, Principal LaSha Hill, Assistant Principal Shaakera Thomas, Reading Coach

**Participants:**

Principal Assistant Principal Reading Coach Classroom Teachers



### **Action Step 3**

Students who are not responding adequately to core instruction will receive a Progress Monitoring Plan (PMP) along with supplemental, small group writing instruction

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

Principal Leadership Team Guidance Counselor RTI Team Teachers

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

Early Release Day Professional Development (Wednesday Bi-weekly) Data Chats (Quarterly) Classroom Observations and Focus Walks (On-going)

#### **Evidence of Completion**

Curriculum Guide Assessments Data Notebooks Conference Logs Safety Net Schedules Small Group Instruction Lesson Plans SES Tutoring Saturday School Attendance RTI Meeting Agenda and Calendar FCAT Writing Results .

### **Plan to Monitor Fidelity of Implementation of G9.B4.S2**

Teachers will provide small group/conferencing to differentiate instruction and provide students with additional support on the elements of writer's craft. Focus walks and classroom observations will be conducted to ensure that instruction is consistent and groups are fluid and flexible.

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

Principal Assistant Principal

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

Classroom Observations and Focus Walks (Daily) PLC Meetings (Thursdays Weekly) Data Chats (Quarterly)

#### **Evidence of Completion**

Assessment Results Data Notebooks Conference Logs Safety Net Schedules Small Group Lesson Plans RTI Strategies and Plans FCAT Writing Results Individual Professional Development Plans (IPDP) to include reflection by the teacher Documentation of Classroom Observations and Focus Walks PLC Meeting Agendas Evidence of student writing samples to include published pieces Writing Portfolios Classroom Artifacts and Teacher/Student Generated Charts

## **Plan to Monitor Effectiveness of G9.B4.S2**

Student work samples, anecdotal notes and assessment data will be analyzed to identify students growth and develop next steps for instruction as needed. Teachers will differentiate instruction and maintain flexible and fluid grouping of students based upon assessment data.

### **Person or Persons Responsible**

Principal Assistant Principal Reading Coach District ELA Specialist Leadership Team Members

### **Target Dates or Schedule**

Leadership Team Meetings (Weekly) PLC Meetings (Weekly) Common Planning (Weekly) Classroom Observations and Focus Walks (On-going) Curriculum Guide Assessments (August, October, January, March and May)

### **Evidence of Completion**

Analysis of District Writing Assessments Analysis and evidence of student work samples and Writing Portfolios indicating student growth over time Documentation and evidence of small group instruction and conferencing Documentation of Class Profile Sheets

## 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, Part A

##### Reading Coach: (Title I)

Our school's Reading Coach facilitates and provides professional development, and coach for teachers utilizing a standards-based curriculum. Best practices are implemented through modeled lessons and classrooms, professional development, and coaching. An Intensive Remediation and Safety Net Plan are implemented for grades 3 – 5 to support lower performing students on the FCAT and District Curriculum Guide Assessments.

##### Math Coach: (Title I)

Our school's Math Coach facilitates and provides professional development, and coach for teachers utilizing a standards-based curriculum. Best practices are implemented through modeled lessons and classrooms, professional development, and coaching. An Intensive Remediation and Safety Net Plan are implemented for grades 3 – 5 to support lower performing students on the FCAT and District Curriculum Guide Assessments.

##### Math Interventionist: (Title I)

The Math Interventionist collaborates with classroom teachers, coaches and administrators by analyzing and disaggregating data and utilizing Insight/Inform, FCIM Assessments, CGA'S, I-Ready, and Success Maker to implement and guide small group instruction.

##### Reading Interventionist (Title I)

The Reading Interventionist collaborates with classroom teachers, coaches and administrators by analyzing and disaggregating data and utilizing Insight/Inform, FCIM Assessments, CGA'S, DAR, Success Maker, and Iowa Assessment to implement and guide small group instruction.

##### Parental Involvement: (Title I)

Pine Estates Elementary School provides parents with resources, materials and information on a variety of skills and strategies to enhance student learning and increase parental involvement. Throughout the year, faculty and staff members work along with the Title I Office to provide a series of Parental Involvement Workshops and Professional Development for parents in the areas of reading, writing, math and science.

**Supplemental Educational Services:** Through the Title I office, students are eligible to receive free tutoring services from outside agencies. These services are offered after school and a variety of private education providers are available for parents to choose from.

##### Supplemental Academic Instruction (SAI)

SAI funds are used to provide remediation to all students who score at level 1 or 2 on the FCAT and or fall below grade level. Remediation and support is provided during our before-school, after-school and Saturday School tutoring programs. The goal is to reinforce test taking skills and strategies for 3rd, 4th, and 5th grade students.

##### Violence Prevention Programs

##### Foundations: Safe and Civil Schools:

Foundations Team members work to align the School-Wide Discipline Plan with the strategies from the Foundations program. Team members also assist with in-service training for the faculty and staff members during Early Release Days. The Foundations Team conducts yearly surveys of stakeholders and utilizes the trend data such as attendance, discipline referrals, and incident reports to increase school safety. Common Area Assessments are also utilized in order to develop an implementation plan and provide a safe and civil school environment.

##### Red Ribbon Week

Pine Estates Elementary will implement activities during Red Ribbon Week that support prevention of violence and the use of alcohol, tobacco, and drugs. This activity helps to foster a safe, drug free learning environment that supports student growth and achievement.

#### Character Education

Our guidance counselor provides character education to whole group and individual students throughout the school-year. Each month, a Character Trait is introduced and highlighted on our Character Counts Bulletin Board. The guidance counselor also provides teachers and students with additional support and resources to assist with implementing monthly Character Traits. Students exhibiting good character are rewarded monthly.

#### Bully Prevention:

Our guidance counselor and classroom teachers utilize the Second Step curriculum to provide students with strategies on effective communication and interaction with their peers. Administrators will follow district procedures on bully prevention to ensure a positive school culture and bully free environment.

#### Nutrition Programs

##### Breakfast in the Classroom

Students have the opportunity to eat breakfast at the beginning of the instructional day. This is a free federal funded program for Title I schools.

##### Lunch

##### Other

Extended Day is a fee-based program that provides supervision after school that offers homework assistance.

Cathedral Arts Project provides free meaningful art education classes to 15-20 students twice a week after school.

## 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.** To increase the percentage of proficiency (3 or above) on the 2014 Reading Spring FCAT 2.0 by 10% or more at each grade level from 41% to 54%.

**G1.B1** Ensuring that District Curriculum Guides are implemented with fidelity.

**G1.B1.S1** Teachers will utilize the District Curriculum Guides to incorporate reading strategies and the key components of the new instructional framework (Gradual Release Model) to include: Introduction, I do, We Do, You Do, and viable share time during closing to aid in student progression.

### PD Opportunity 1

Teachers will participate in school-wide Professional Development on how to effectively implement the DCPS Instructional Framework Model (Introduction, I-Do, We-Do, You-Do, Closure) with fidelity through weekly common planning, weekly Professional Learning Community, quarterly data chats, and planning with Reading Coach. This model will provide a structure for teaching and learning. Teachers will plan and scaffold lessons utilizing the standards and item specifications in an effort to meet the needs of each student working towards mastery level.

#### Facilitator

Michelle Quarles, Principal La'Sha Hill, Assistant Principal Shaakera Thomas, Reading Coach

#### Participants

Classroom Teachers V.E. Teachers Reading Coach District Reading Specialist Reading Interventionist Assistant Principal Principal

#### Target Dates or Schedule

Weekly Common Planning Time Weekly Professional Learning Community (Thursdays) Teacher Academy (June-August 2013) Pre-planning (August 12- August 16, 2013) Coaching Academy (On-going) Early Release (September 11, 2013) Classroom Observations and Focus Walks (On-going) Quarterly Data Chats Weekly Lesson Plan Checks

#### Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Assessment Data

**G1.B1.S2** Teachers will differentiate instruction daily for all students through the implementation of the DCPS Instructional framework, center rotation, and small group/guided reading.

### **PD Opportunity 1**

Teachers will utilize baseline assessments and analysis of student work to map and align curriculum according to student achievement, along with FCIM Calendars and grade level Curriculum Guides. Teachers will utilize strategies within daily reading lessons to scaffold instruction and display evidence of the Gradual Release Model in the classroom to support implementation.

#### **Facilitator**

Michelle Quarles, Principal La'Sha Hill, Assistant Principal Shaakera Thomas, Reading Coach District Specialist

#### **Participants**

Principal Assistant Principal Classroom Teachers Reading Coach District Specialist V.E. Resource Teachers

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

Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Teacher Academy (June- August 2013) Coaching Academy (On-going) Early Release(September 11, 25 October 9, 23) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

#### **Evidence of Completion**

Common Planning Time Meeting Minutes PLC Agendas and Sign In Weekly Lesson Plans Documentation of Coaches Logs Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Reading Portfolios Small Group Lesson Plans

**G1.B2** Students reading below grade level expectations.

**G1.B2.S1** Teachers will effectively utilize time management and data to identify next steps and differentiate instruction to meet the needs of individual students.

**PD Opportunity 1**

Teachers will utilize Curriculum Guide Assessments, FCIM, IOWA, Success Maker and anecdotal notes to differentiate instruction based upon individual student needs. Teachers will be provided professional development in the following areas: Guided Reading Small Group Instruction Response to Intervention Reading Centers Reading Strategies

**Facilitator**

Michelle Quarles, Principal La'Sha Hill, Assistant Principal Shaakera Thomas, Reading Coach

**Participants**

Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers V.E. Teachers Reading Interventionist

**Target Dates or Schedule**

Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Teacher Academy (June- August 2013) Pre-planning (August 12- August 16, 2013) Coaching Academy (On-going) Early Release(September 11, 25 October 9, 23) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

**Evidence of Completion**

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Reading Interventionist Logs

## **PD Opportunity 2**

Teachers will be provided professional development on the implementation of Success Maker, Destination Success, Insight, and FCAT Explorer. Teachers will provide opportunities to engage students through the use of technology and computer- based programs such as: Destination Success, Success Maker, and FCAT Explorer.

### **Facilitator**

Michelle Quarles, Principal La'sha Hill, Assistant Principal Shaakera Thomas, Reading Coach Pearson Representative

### **Participants**

Principal Assistant Principal Reading Coach

### **Target Dates or Schedule**

Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Pre-Planning (August 12- August 16, 2013) Early Release( September 5) Success Maker Webinar(August 29th) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

### **Evidence of Completion**

Evidence of technology embedded in lesson plans Documentation of Classroom Observations and Focus Walks Reading Lesson Plans and Use of the Curriculum Guide Resources Success Maker Tracking Sheets Assessment Data Use of Data Notebooks



**G2.** Decrease the number of students who are absent 20 or more days of instructional time by 10% from 16 to 14.

**G2.B1** Time needed to provide professional development for novice teachers on the use of the OnCourse System

**G2.B1.S1** The Professional Development Facilitator and Mentor Teachers will provide support and professional development for novice teacher on the use of the OnCourse System.

**PD Opportunity 1**

Training and support on how to utilize the OnCourse System

**Facilitator**

Michelle Quarles, Principal LaSha Hill, Assistant Principal Cynthia Diggett, Professional Development Facilitator

**Participants**

Principal Assistant Principal Professional Development Facilitator District CADRE Mentor Teachers Classroom Teachers

**Target Dates or Schedule**

During monthly MINT meetings (First Mondays Monthly)

**Evidence of Completion**

MINT Teacher sign in and agenda Teacher Portfolios

**G3.** To decrease the number of suspensions during the 2013-2014 school year by 10 % from 101 to 92.

**G3.B1** Ensuring that Foundations and CHAMPS strategies are implemented with equity and fidelity throughout the school.

**G3.B1.S1** To create an environment that is conducive to learning which limits time for behavior that is inappropriate.

### **PD Opportunity 1**

Foundation/Discipline Team members will meet to analyze data and provide professional development during early release sessions. The foundations/discipline team members will participate in the implementation cycle to review, prioritize, revise, adopt and implement strategies to improve school-wide rituals and routines. Teachers will receive CHAMPS professional development and implement strategies to assist with classroom management.

#### **Facilitator**

District Safe and Healthy Schools Staff Leadership Team CHAMPS Facilitator

#### **Participants**

Principal Assistant Principal Foundation Team Members

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

The First Tuesday of every month

#### **Evidence of Completion**

The number of referrals/offenses will be compared with the number from the previous year. Data from the School Climate and Foundations Surveys and Focus Walks. Evidence of School-Wide implementation of Foundation/CHAMPS, Common Area rituals, routines and strategies.

**G3.B3** The need to implement and maintain school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation.

**G3.B3.S1** Strategies from CHAMPS and RTI will be utilized school-wide to provide a safe and civil school environment.

### **PD Opportunity 1**

Teachers will utilize strategies from the professional development sessions on CHAMPS and School-wide Rituals and Routines. These strategies will be implemented to assist teachers with classroom management and daily routines.

#### **Facilitator**

Principal Assistant Principal School Level CHAMPS Facilitator District Safe and Healthy Schools Staff

#### **Participants**

All Classroom Teachers MINT Teachers

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

Review of School-wide Expectations and Routines during Pre-planning (August 12, 2013) Early Release Day Professional Development CHAMPS Modeling (On-going) District On-line CHAMPS Course (On-going for Novice Teachers)

#### **Evidence of Completion**

Evidence of CHAMPS Expectations posted and used during daily instruction Classroom Observations and Focus Walk Logs Discipline Data from Genesis MINT Teacher Portfolios

**G4.** Increase the number of students who are proficient in Math on the 2014 Spring FCAT from 44% to 60%.

**G4.B1** Ensuring that District Curriculum Guides and Instructional Framework are implemented with fidelity.

**G4.B1.S1** Teachers will utilize the District Curriculum Guides to incorporate math strategies and the key components of the new instructional framework (Gradual Release Model) to include: Introduction, I do, We do, You do, and viable share time during closing to aid in student progression.

### **PD Opportunity 1**

School-wide implementation of the District Instructional Framework to include the Introduction, I Do, We Do, You Do, and Closing. This model will provide a structure for teaching and learning. Teachers will plan and scaffold lessons utilizing the standards and item specifications in an effort to meet the needs of each student working towards mastery level.

#### **Facilitator**

Principal Assistant Principal Math Coach Math Interventionist District Math Specialist

#### **Participants**

Classroom Teachers School Based Math Coach District Math Specialist Math Interventionist  
Principal Assistant Principal VE Teachers

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

Common Planning Time (Weekly) Weekly Professional Learning Community Meetings  
(Thursdays) Teacher Academy ( June - August 2013) Pre-planning (August 12 - August 16, 2013)  
Coaching Academy (On-going) Early Release , (September 11, 2013) Classroom Observations  
and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks

#### **Evidence of Completion**

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks  
Math Lesson Plans and Use of the Curriculum Guides Teacher/Students Generated Charts  
Interactive Journals and Student Work Assessment Data

**G4.B1.S2** Teachers will utilize the District Curriculum Guides to access additional resources to include: FCAT Item Specifications, Blended NGSSS and CCSS, and higher order questioning. These resources will be used to scaffold math instruction and develop lesson plans that incorporate higher level questioning and provides opportunities for students to think critically.

### **PD Opportunity 1**

Teachers will participate in Professional Development to gain knowledge of how to unpack the Next Generation and Common Core Standards and implementation of the key components of the Math curriculum and the Gradual Release Model. Teachers will utilize strategies within daily math lessons to scaffold instruction and display evidence of the Gradual Release Model in the classroom to support implementation.

#### **Facilitator**

Teri Washington, Math Coach Michelle Quarles, Principal La'Sha Hill, Assistant Principal

#### **Participants**

Classroom Teacher VE Teachers School Based Math Coach District Math Specialist Principal Assistant Principal

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

Common Planning Time (Weekly) Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Weekly Lesson Plan Checks Weekly Coaching Logs Early Release Date- September 11, 2013

#### **Evidence of Completion**

Common Planning Time Meeting Minutes PLC Agenda and Sign In Weekly Lesson Plans Student work Teacher/student generated charts Common Board Configurations Classroom Observation and Walk Through logs Math Portfolios

**G4.B2** Students performing below grade level in Math.

**G4.B2.S1** Effectively utilizing time management and data to identify next steps and differentiate instruction to meet the needs of individual students.

**PD Opportunity 1**

Teachers will utilize Curriculum Guide Assessments, FCIM, I-Ready, Success Maker and anecdotal notes to differentiate instruction based upon individual student needs. Teachers will be provided professional development in the following areas: Guided Math Small Group Instruction Response to Intervention Math Centers Math Tools

**Facilitator**

Principal Assistant Principal Math Coach Math Interventionist

**Participants**

Principal Assistant Principal Math Coach District Math Specialist Teachers V.E. Resources Teachers Math Interventionist

**Target Dates or Schedule**

Weekly Common Planning Time (Fridays) Weekly Professional Learning Community Meetings (Thursdays) Teacher Academy ( June - August 2013) Pre-planning (August 12 - August 16, 2013) Coaching Academy (On-going) Early Release (September 11,25, October 9, 23) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Coaching and Math Support (Ongoing)

**Evidence of Completion**

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guides Teacher/Students Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Math Intervention Logs

## **PD Opportunity 2**

V. E. Resource teachers will work with administrators and classroom teachers develop a daily schedule to provide supplemental support to students based upon their IEP goals.

### **Facilitator**

Principal Assistant Principal Math Coach

### **Participants**

Principal V. E. Resource Teachers Guidance Counselor General Education Teachers District ESE Support Math Coach

### **Target Dates or Schedule**

V. E. Resource Schedule Reviews (On-going) MRT Meetings (Bi-weekly Mondays) Weekly PLC Meetings (Thursdays) Weekly Common Planning Meetings (Fridays) Classroom Observations and Focus Walks (On-going) Lesson Plan Checks (Weekly) Data Chats (Quarterly) District Curriculum Guide Assessments (August, October, January, March and May) Coaching Support (On-going)

### **Evidence of Completion**

Evidence and documentation of support based upon IEP goals and objectives Evidence of small group lesson plans and support V. E. Resource Teacher Schedules Evidence of MRT Meeting Agenda and IEP updates Data from the District Curriculum Guide Assessments Data Notebooks Interactive Journals and Student Work Samples PLC Meeting Agendas and Sign In Common Planning Time Meeting Minutes Classroom Observation Logs

### **PD Opportunity 3**

Teachers will be provided professional development on the implementation of Success Maker, Destination Success, I-Ready, Gizmo's, FCAT Explore, and Reflex Math. Teachers will provide opportunities to engage students through the use of technology and computer-based programs such as: Destination Success, Success Maker, FCAT Explorer, I-Ready, Gizmo's, and Reflex Math.

#### **Facilitator**

Principal Assistant Principal Math Coach

#### **Participants**

Principal Assistant Principal Math Coach

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

Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Pre-Planning (August 12- August 16, 2013) Early Release( September 5) Success Maker Webinar(August 29th) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

#### **Evidence of Completion**

Evidence of technology embedded in lesson plans Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guide Resources Success Maker Tracking Sheets Assessment Data Use of Data Notebooks



**G5.** Increase the number of students who are proficient in reading by third grade from 45% to 50%.

**G5.B1** Ensuring the successful administration and use of the IOWA Assessment, FLKRS, Curriculum Guide Assessments, FCIM and DAR to drive instruction.

**G5.B1.S1** Teachers will participate in weekly PLC meetings to receive support on analyzing assessment data and identifying next steps for instruction.

### **PD Opportunity 1**

Teachers will participate in professional development on the implementation and use of the Curriculum Guide Assessments, DAR, FLKRS, FCIM, and IOWA Assessments.

#### **Facilitator**

Shaakera Thomas, Reading Coach LaSha Hill, Assistant Principal Michelle Quarles, Principal Cynthia Wright, Reading Interventionist

#### **Participants**

Principal Assistant Principal Reading Coach Leadership Team Members District ELA Specialist

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

Teacher Academy (July-August) Pre-planning (August 12-16) Weekly PLC Meetings (Thursdays)  
Early Release Day Trainings (B-weekly)

#### **Evidence of Completion**

Attendance and Professional Development Points from the Teacher Academy Pre-planning  
Agenda and Sign In Weekly PLC Meeting Agenda and Sign In Early Release Day Meeting Agenda  
and Sign In Data Notebooks Reports from Limelight Data from the PMRN FCIM Data

**G5.B3** Balancing the amount of time spent with students who are proficient compared to the amount of time spent with students who are not proficient.

**G5.B3.S3** Students not responding adequately to reading instruction will receive a Progress Monitoring Plan (PMP) and will be provided an additional 30 minutes of daily supplemental instruction utilizing the RTI process and small group reading instruction.

### **PD Opportunity 1**

New and Novice teachers will receive support and professional development on the implementation of RTI strategies and Progress Monitoring Plans

#### **Facilitator**

Shaakera Thomas, Reading Coach Shakesha Swift, Guidance Counselor Cynthia Diggett, PDFrecie

#### **Participants**

Principal Assistant Principal Reading Coach Guidance Counselor Professional Development Facilitator (PDF)

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

Weekly PLC Meetings Early Release Days Monthly MINT Meetings On-going Collaboration with Mentor Teachers

#### **Evidence of Completion**

Individual Professional Development Plans (IPDP;S) Evidence of Progress Monitoring Plans PLC Meeting Agendas MINT Meeting Agendas MINT Portfolios

**G6.** Implement STEM and enrichment programs in order to increase the percentage of students who score at level 4 or above in the areas of science (19% - 25%) and math (11% to 15%).

**G6.B4** Consistently addressing the core science benchmarks across all grade levels.

**G6.B4.S4** Teachers will participate in professional development on implementing STEAM activities within the classroom with fidelity across all grade levels.

### **PD Opportunity 1**

Teachers will participate in professional development on how to create and incorporate STEAM activities into daily instruction across all content areas.

#### **Facilitator**

District Science Specialist Science Lead Teacher

#### **Participants**

Principal Assistant Principal Classroom Teachers Lead Science Teacher District Science Specialist Art Teacher Math Coach Reading Coach

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

Early Release Day Professional Development (11/6/13) Weekly PLC Meetings (Thursdays)  
Weekly Science Labs (On-going)

#### **Evidence of Completion**

Early Release Day Sign In, Agendas and Calendar PLC Meeting Sign In and Agendas Classroom Observations and Focus Walk Logs District Science Specialist, Math and Reading Coach Logs and Evidence of Support Teacher/Student Generated Charts Interactive Journals Student Work Samples

**G7.** Increase the percentage of proficiency (3 or above) on the 2014 Science Spring FCAT 2.0 by 10% from 50% to 55%.

**G7.B2** Students reading below grade level

**G7.B2.S3** Utilize the approved science curriculum and non-fiction science text to develop a school-wide implementation of the Next Generation Standards and integration of the Common Core Standards to integrate reading and writing in science.

**PD Opportunity 1**

Teachers will receive professional development on unpacking the Common Core Standards, and implementation along with strategies to integrate reading and writing into science.

**Facilitator**

Michelle Quarles, Principal LaSha Hill, Assistant Principal Shaakera Thomas, Reading Coach Rebecca Cook, Lead Science Teacher District Science Specialist

**Participants**

Principal District Coach Leadership Team Teachers

**Target Dates or Schedule**

Early Release Day Professional Development (9/11/13, 10/23/13, 11/6/13) Individual Professional Development Plan Reviews (Quarterly) Weekly PLC Meetings (On-going) Classroom Observations and Focus Walks (On-going) Coaching Support (On-going)

**Evidence of Completion**

Classroom Observations and Focus Walks Weekly lesson plans to include the use of non-fiction text along with the NGSSS and CCSS. Documentation of Coaches Logs and Support PLC Meeting Agendas and Sign In ERD Professional Development Agendas and Sign In Student Work Samples and Interactive Journals Teacher/Student Generated Charts Evidence of Individual Professional Development Plan Strategies.

**G7.B6** Ensuring that District Curriculum Guides and Instructional Framework are implemented with fidelity across all grade levels in science.

**G7.B6.S1** Teachers will utilize the District Curriculum Guides to incorporate higher level questioning, hands-on activities and the key components of the District Instructional Framework (Gradual Release Model) in science.

### **PD Opportunity 1**

Teachers will participate in professional development on implementation of the Gradual Release Model, higher level questioning and the use of hands-on activities in science. Evidence of instructional strategies will be exhibited through the use of teacher/student generated charts, Interactive Journals, Science Portfolios and hands-on science activities and labs.

#### **Facilitator**

Principal Leadership Team District Science Specialist Science Lead Teacher PDF

#### **Participants**

Principal Assistant Principal District Specialist School Coaches K-5 Science Teachers

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

Weekly Common Planning Time Weekly PLC Meetings (Thursdays) Teacher Academy (July - August) Pre-planning (August 12-16, 2013) Coaching Academy (On-going) Early Release Day Professional Development (September 11, 2013 and October 6, 2013) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks District Science Specialist Feedback and Support (On-going) Individual Professional Development Plans (Quarterly Review)

#### **Evidence of Completion**

Weekly Common Planning Meeting Minutes Weekly PLC Meeting Agendas and Minutes Daily Science Lesson plans and Use of the Curriculum Guides Interactive Journals and Student work Science Portfolios CGA Data FCIM Data Teacher/Student Generated Charts Early Release Day Agendas and Sign In Classroom Observation Logs Coaching Logs and Documentation of Support Individual Professional Development Plans (Quarterly Review) Evidence of the scientific process and hands on activities

**G8.** Increase the percent of students scoring at level 4 and above from 19% to 25% on the 2014 Science Spring FCAT 2.0

**G8.B7** Balancing the amount of time spent with students who are proficient compared to the amount of time spent with students who are not proficient.

**G8.B7.S1** Teachers will incorporate critical thinking activities, higher level questioning and enrichment for students scoring above proficiency in science by utilizing technology along with question stems from the FCAT Item Specifications.

### **PD Opportunity 1**

Teachers will use question stems from the FCAT Item Specifications and Curriculum Learning Guide to expose students to critical thinking activities and higher level questioning.

#### **Facilitator**

Michelle Quarles, Principal LaSha Hill, Assistant Principal District Science Specialist

#### **Participants**

Principal Assistant Principal Teachers Lead Science Teacher District Science Specialist

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

Classroom Observations (On-going) Weekly PLC Meetings (Thursdays) Common Planning Time (Fridays) Coaching and Support (On-going) Early Release Day (9/11/13 and 10/6/13)

#### **Evidence of Completion**

Evidence of the use of Item Specifications, Curriculum Guides and Higher Level Questioning in science lesson plans Evidence of Classroom Observations and Focus Walks Evidence of Coaching and support Student Work Samples Assessments and Data Use of the Data Notebook

**G9.** Increase the percentage of students who are proficient (3.5 or above) on the 2014 Spring FCAT Writing Assessment from 17% to 50%.

**G9.B1** Ensuring the that the Common Core Standards, District Instructional Framework and elements of writer's craft are implemented with fidelity across all grade levels.

**G9.B1.S1** Time during Early Release Days and Weekly PLC meetings will be utilized to provide teachers with professional development on how to implement the District Instructional Framework, unpack the Common Core Standards, utilize mentor text, anchor papers, and exemplars to increase the level of rigor and instructional support across all grade levels and content areas.

### **PD Opportunity 1**

Professional Development for writing instruction to include: Gradual Release Model Unpacking the Common Core Standards Composing Opinions and Informational Text Writing Across all Content Areas Use of Rubrics, Anchor Papers and Exemplars Writing Conferencing Small Group Instruction

#### **Facilitator**

Michelle Quarles LaSha Hill Shaakera Thomas

#### **Participants**

Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers

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

Early Release Days (September 25, 2013, October 9, 2013, December 11, 2013, January 8, 2014, and January 22, 14) Weekly PLC Meetings (Thursdays)

#### **Evidence of Completion**

Student Portfolio Crates that include completed writing pieces from each genre Data Notebooks Conferencing Logs Teacher/student generated charts Lesson Plans Interactive Journals

## **PD Opportunity 2**

Provide opportunities for novice teachers to participate in collegial observations, modeled lessons and time to collaborate with Mentor Teachers during MINT Meetings

### **Facilitator**

Michelle Quarles Cynthia Diggett

### **Participants**

Principal Assistant Principal Classroom Teachers District CADRE Professional Development Facilitator (PDF) Substitute Teacher

### **Target Dates or Schedule**

Monthly MINT Meetings (First Friday Monthly) Collegial observations/Modeling (Scheduled as needed)

### **Evidence of Completion**

MINT Portfolios Individual Professional Development Plans (IPDP) Calendar with scheduled observations Evidence of Mentor Observations and Debriefs

## **PD Opportunity 3**

Coaching Learning Cycles (CLC'S)

### **Facilitator**

Michelle Quarles Shaakera Thomas LaSha Hill

### **Participants**

Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers Substitute Teacher

### **Target Dates or Schedule**

Weekly Common Planning (Mondays) Use of substitute as needed

### **Evidence of Completion**

Evidence of Lesson Plans CLC Agenda and Sign In Evidence of Instructional Practices within Classrooms



**G9.B1.S2** Teachers will receive support through modeling of instructional strategies and best practices in writing from school based and district level coaches on the District Instructional Framework and Gradual Release Model (I Do, We Do, You Do). Teachers will utilize the strategies learned to facilitate the Gradual Release Model to scaffold and support daily writing instruction.

### **PD Opportunity 1**

Modeling of instructional strategies and best practices in writing to include the implementation of the District Instructional Framework and the Gradual Release Model (I Do, We Do, You Do)

#### **Facilitator**

Michelle Quarles, Principal LaSha Hill, Assistant Principal Mentor Teachers District CADRE  
Shaakeera Thomas, Reading coach District ELA Specialist

#### **Participants**

Principal Assistant Principal Reading Coach District ELA Coach

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

Teacher Academy (July - August) Pre-planning (August) Collegial Observations (On-going)

#### **Evidence of Completion**

Individual Professional Development Plans (IPDP) Coaching Logs MINT Portfolios Documentation of collegial observations, feedback and reflection Evidence of strategies within daily lesson plans

**G9.B4** Time, and resources needed to effectively analyze data, conduct writing conferences and differentiate instruction based upon individual student needs in writing.

**G9.B4.S2** Teachers will conference with a minimum of 3-4 groups daily on the elements of writer's craft to include editing, revising and publishing of polished writing pieces.

### **PD Opportunity 1**

Professional development will be provided to teachers in the following areas: Strategies for Effective Writing Conferences, Writer's Notebooks, and Interactive Journals

#### **Facilitator**

Michelle Quarles, Principal LaSha Hill, Assistant Principal Shaakera Thomas, Reading Coach

#### **Participants**

Principal Assistant Principal Reading Coach Classroom Teachers

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

Early Release Day Professional - September 25, 2013, October 9, 2013) Development  
(Wednesday Bi-weekly)

#### **Evidence of Completion**

Professional Development Calendar ERD sign in Evidence of strategies within daily lesson plans  
Student work Evidence of conference logs

## Appendix 2: Budget to Support School Improvement Goals