



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Normandy Village Elementary School

8257 HERLONG RD
Jacksonville, FL 32210
904-693-7548

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
70%

Alternative/ESE Center
No

Charter School
No

Minority Rate
62%

School Grades History

2013-14
D

2012-13
D

2011-12
D

2010-11
D

2009-10
D

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Normandy Village Elementary School

Principal

Lisa G. Brady

School Advisory Council chair

Christin Quattrone

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

Name	Title
Tiffany S. Towns	Assistant Principal
Monique Worthen	Reading Coach
Melissa Hager	Math Coach
Terry Roberts	Reading Interventionist
Angela Stores	Math Interventionist

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

- Christin Quattrone Chairperson
- Lisa Brady Education Support
- Tiffany Towns Education Support
- Fran Aenchbacher Community/Business
- John Rojas Community/Business
- Robert McCauley Parent
- Corene Davis Teacher
- Vince Towns Community/Business
- Christian Bolante Community/Business

Involvement of the SAC in the development of the SIP

A meeting was held on Sept. 12, 2013. The SIP was explained by the Principal and the academic goals were discussed. The SAC asked that the following items be a part of the SIP:

- Utilize the technology lab.
- Increase the number of academic field trips taken by students.
- Use Title I dollars for after school tutoring.
- Parent conferences a minimum of twice a year using current data.

Activities of the SAC for the upcoming school year

Meetings will be held every month. Discussion will take place around data from CGA's; IOWA; DAR; iReady; SAC will be involved in the data chats that will take place within the school (overall school data). SAC will work with the principal to meet the original goals of the SIP.

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

No funds have been made available.

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:

Lisa G. Brady

Principal

Years as Administrator: 10

Years at Current School: 5

Credentials

B.S. in Elem. Education K-8; M.Ed. in Educational Leadership

Performance Record

Principal of Normandy Village ES in 2012-2013: Grade D; Rdg. Mastery: 39%, Math Mastery: 47%, Science Mastery: 50%, Writing Mastery: 49%.

Principal of Normandy Village ES in 2011-2012: Grade D; Rdg. Mastery: 37%, Math Mastery: 38%, Science Mastery: 32%, Writing Mastery: 76%.

2010-2011: Grade D, Rdg. Mastery: 52%, Math Mastery: 59%, Science Mastery: 24%, Writing Mastery: 51%.

2009-2010: Grade D, Rdg. Mastery: 55%, Math Mastery: 52%, Science Mastery: 31%, Writing Mastery: 73%.

Principal of Ramona Blvd. ES in 2008-2009: Grade A, Rdg. Mastery: 69%, Math Mastery: 67%, Science Mastery: 38%, Writing Mastery: 84%, ALL subgroups made AYP.

2007-2008: Grade C, Rdg. Mastery: 62%, Math Mastery: 53%, Science Mastery: 22%, Writing Mastery: 53%, only white subgroup met AYP in reading proficiency.

2006-2007: Grade C, Rdg. Mastery: 60%, Math Mastery: 37%, Science Mastery: 27%, Writing Mastery: 71%, only white subgroup met AYP in reading and math.

2005-2006: Grade C, Rdg. Mastery: 64%, Math Mastery: 43%, Writing Mastery: 61%, All students except Students with disabilities met AYP in reading, only the white subgroup met AYP in math.

2004-2005: Grade C, Rdg. Mastery: 58%, Math Mastery: 42%, Writing Mastery: 77%, All students except Students with disabilities met AYP in reading, only the white subgroup met AYP in math.

Tiffany S. Towns

Asst Principal	Years as Administrator: 10	Years at Current School: 0
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Credentials

B.A. in Elementary Education.; M.Ed in Educational Leadership Certified in Elementary Education 1-6, Educational Leadership all levels and School Principal.

Performance Record

2012-2013: Duval Virtual Instruction Academy. Grade: I
 2010-2011: Normandy Village Elementary. Grade D, Rdg. Mastery: 52%, Math Mastery: 59%, Science Mastery: 24%, Writing Mastery: 51%.
 2009-2010: Normandy Village Elem. Grade D, Rdg. Mastery: 55%, Math Mastery: 52%, Science Mastery: 31%, Writing Mastery: 73%.
 2008-2009: Normandy Village Elem.-Grade B, Rdg. Mastery 68%, Math Mastery 70%, Writing Mastery 81%, Science Mastery 29%; All students except Black and ED met AYP in Rdg; All students except Black met AYP in math.
 2007-2008: S.P. Livingston Elem.-Grade D, Rdg. Mastery 50%, Math Mastery 48%, Writing Mastery 54%, Science Mastery 14%; No students met AYP in Rdg; No students met AYP in math.
 2006-2007: S.P. Livingston Elem.-Grade C, Rdg. Mastery 55%, Math Mastery 43%, Writing Mastery 72%, Science Mastery 20%; No students met AYP in Rdg. No students met AYP in math.
 2005-2006: Garden City Elem.- Grade C, Rdg. Mastery 63%, Math Mastery 50%, Writing Mastery 80%, All students met AYP in Rdg; All students except Black and ED met AYP in math.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Monique Worthen

Full-time / School-based	Years as Coach: 2	Years at Current School: 9
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Areas Reading/Literacy

Credentials BS-Elem. Ed. K-6;
M.Ed. in Educational Leadership

Performance Record

2012-2013: Reading Mastery: 39%; Writing Mastery: 49%; Reading Learning Gains: 75%

Melissa Hager		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
Areas	Mathematics	
Credentials	UNF, B.S. PreK/Primary Education, UNF, M.Ed. Educational Leadership Certifications: ESOL, Pre-K/Primary Education, K-6 Education, Educational Leadership	
Performance Record	Normandy Village Math Interventionist in 2012-2013: Grade D; Math Mastery: 47%,	

Classroom Teachers

# of classroom teachers	28
# receiving effective rating or higher	27, 96%
# Highly Qualified Teachers	93%
# certified in-field	27, 96%
# ESOL endorsed	, 0%
# reading endorsed	, 0%
# with advanced degrees	, 0%
# National Board Certified	0, 0%
# first-year teachers	1, 4%
# with 1-5 years of experience	11, 39%
# with 6-14 years of experience	15, 54%
# with 15 or more years of experience	1, 4%

Education Paraprofessionals

# of paraprofessionals	8
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Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

9

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

- * Regular meetings of new teachers with principal. (Principal)
- * Partnering new teachers with veteran staff. (Principal, Mentors)
- * Teacher Induction Program (Principal, Asst. Principal, Instructional Coaches, Mentors)

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

Novice Teacher: Jennifer Bue: VPK; Mentor: Leslie Bolante. Rationale: Bolante is a veteran teacher (9 years) with CET training. She is a team leader and is the 13-14 Teacher of the Year. 80%-90% of her students have been successful on FAIR.

Novice Teacher: Xiomara Rojas: Kindergarten; Mentor: Lisa Inman. Rationale: Inman is a veteran teacher (9 years) with CET training. She has served as the team leader, was the Teacher of the Year, and has had 85%-90% success on FAIR in past years.

The mentors and mentees meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.

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 team will meet every month to engage in the following activities:

- *Review universal screening data and link to instructional decisions;
- *Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Principal (Lisa Brady): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.

- Math Coach (Melissa Hager): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

- MTSS Facilitator (Tiffany Towns): Participates on Building Leadership Team; acts as liaison for implementation of MTSS at the school level; receives ongoing MTSS training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support MTSS.

- Reading Coach (Monique Worthen): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

- Reading and Math Interventionist (Terry Roberts and Angela Stores): Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

- School Counselor (Corene Davis): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child’s academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

- Select General Education Teachers (Leslie Bolante, Michelle Mendes, Corryn Smith, Barbara Ingham, Crystal Estep): Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

- Special Education Teacher (Agnes Penn): Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

- Foundations Team Chair (Ivy Murphey): Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

- ESOL Teachers: Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.

- Select personnel with technical expertise: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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

The Building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams (MTSS Leadership Team, Grade level teams, parent group) develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS to inform instruction and made 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: iReady, IOWA, DAR, District Curriculum Guide Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT 2.0)

Midyear: DAR, District Curriculum Guide Assessments as appropriate,

End of year: District Curriculum Guide Assessments; iReady; IOWA; DAR; FCAT

Ongoing Progress Monitoring: PMRN, DAR, iReady, District Curriculum Guide Assessments

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

The team, teachers, tutors, interventionists, etc. will all support the efforts behind MTSS. Students will participate in all Tier I activities, most students will participate in Tier II activities, and select students will participate in Tier III activities. Activities will be data driven and materials will be used/purchased for those activities. Progress monitoring will be implemented to determine if the MTSS is working for each student.

The school's Professional Development Plan will support continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded MTSS professional learning that is results-driven, standards-based, school-centered, and sustained over time. School Instructional Leadership Teams must establish protocols for on-going assessment and adjusting of the plan to meet school needs.

MTSS Professional Development should include more than scheduled workshops. In addition to traditional MTSS training during the summer, pre-planning, early dismissal, and faculty meetings, MTSS learning should be job-embedded and occur during the following:

- Professional learning communities
- Classroom observations
- Collaborative planning
- Analysis of student work
- Book study
- Lesson study

Parents will attend several academic functions in the evening that will give them strategies to help their student at home.

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: Weekend Program

Minutes added to school year: 2,160

Students will be invited to Saturday school for 3 hours each Saturday. 3-5 grade students will have instruction in the Core Academic areas (Reading and Math) and 5th grade students will be offered enrichment activities in Science.

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?

Data will be collected at the close of each Saturday session by using assessments provided by the district.

Who is responsible for monitoring implementation of this strategy?

Teachers, Administrators

Literacy Leadership Team (LLT)

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

Name	Title
Lisa G. Brady	Principal
Tiffany S. Towns	Assistant Principal
Monique Worthen	Reading Coach
Terry Roberts	Reading Interventionist
Agnes Penn	Varying Exceptionalities Teacher

How the school-based LLT functions

The district’s reading/language arts philosophy is clear in suggesting that “a successful reading teacher not only teaches a child how to read, but also incorporates strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading”. In support of the district’s reading goals and our school based reading goals, we have established a monthly literacy team data review meeting to assist us in aligning with the DCPS Comprehensive K-12 Reading Plan. Team members review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum. We also meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students.

Major initiatives of the LLT

The main goal of the Literacy Leadership Team is to improve the reading achievement of all students. To accomplish this goal, we will utilize data from IOWA, DAR's and Curriculum Guide Assessments (CGA's) to identify areas in need of improvement in Reading. We will implement FCRR activities in the classroom based on school data. Students will participate in whole group instruction as well as small group instruction based upon their individual needs. The Reading Coach will model reading and guided reading lessons for identified Tier 2 and Tier 3 teachers as needed. Weekly grade level PLC's will take place to analyze data, look at student work and plan for instructional "next steps". Each grade level will participate in at least one half-day grade level specific Professional Learning Community per 9-week period with the principal, assistant principal and reading coach.

Every Teacher Contributes to Reading Instruction

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

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

Incoming Kindergarten students and their parents were invited to a Kindergarten orientation prior to the end of the last school year. We also held a Kindergarten Meet the Teacher session prior to the first day of school. Kindergarten students are assessed using FLKRS, ECHOS, Curriculum Guide Assessments (CGA's) in Reading, Math, Science, Music, and Art within the first 30 days of school. This assists the teacher in providing individualized instruction for each student to meet their needs.

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	39%	No	48%
American Indian				
Asian				
Black/African American	34%	32%	No	41%
Hispanic	58%	55%	No	63%
White	52%	45%	No	57%
English language learners				
Students with disabilities	24%	38%	Yes	32%
Economically disadvantaged	40%	36%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	39%	50%
Students scoring at or above Achievement Level 4	18	11%	25%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	75	61%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	23	75%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	33	49%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	45%	47%	Yes	51%
American Indian				
Asian				
Black/African American	37%	41%	Yes	43%
Hispanic	58%	64%	Yes	63%
White	53%	50%	No	58%
English language learners				
Students with disabilities	28%	25%	No	36%
Economically disadvantaged	43%	46%	Yes	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	33%	35%
Students scoring at or above Achievement Level 4	25	14%	16%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	69	56%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	43%	70%

Middle School Acceleration

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

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	50%	65%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		12
Participation in STEM-related experiences provided for students	422	100%	100%

Area 6: Career and Technical Education (CTE)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	4	-1%	-1%
Students retained, pursuant to s. 1008.25, F.S.	34	8%	4%
Students who are not proficient in reading by third grade	25	12%	8%
Students who receive two or more behavior referrals	7	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	-1%	-1%

Middle School Indicators

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

Area 9: Parent Involvement

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

Parental involvement targets for the school

See Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Bullying Prevention: Our goal is to decrease the number of students with excessive referrals for bullying/harassment.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To decrease the number of students with excessive referrals for bullying and harassment.	7	2%	1%

Goals Summary

- G1.** Increase the percentage of proficiency (3 or above) on the 2014 FCAT 2.0 by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.
- G2.** Increase the percentage of proficiency (3.5 or above) on the 2014 Writing FCAT 2.0 by 16% or more at the 4th grade level.
- G3.** Increase the percentage of learning gains in Reading in the bottom quartile by 5% or more in each grade level.
- G4.** Increase the percentage of learning gains by Bottom Quartile students in Math by 25% or more in each grade level.
- G5.** Increase the percentage of learning gains in Reading by 9% or more in each grade level.
- G6.** Increase the percentage of learning gains in Math by 14% or more in each grade level.
- G7.** Increase the percentage of proficiency (3 or above) on the 2014 Science FCAT 2.0 by 15% or more. Increase the percent of students scoring at level 4 and above by at least 8%.

Goals Detail

G1. Increase the percentage of proficiency (3 or above) on the 2014 FCAT 2.0 by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

Targets Supported

- Writing

Resources Available to Support the Goal

- Classroom Teachers
- School Based Coaches
- Program Materials
- School Based Interventionists
- Curriculum Guides
- District Specialists

Targeted Barriers to Achieving the Goal

- Students reading below grade level
- Student engagement
- Knowledge of the Instructional Framework and the Gradual Release Model

Plan to Monitor Progress Toward the Goal

CGA's; lesson plans; FCAT Reading, Math, & Science; Completion of Coaching Cycles; PLC agendas; observations.

Person or Persons Responsible

Administrators; Coaches, District Specialists

Target Dates or Schedule:

September 2013-June 2014

Evidence of Completion:

Proficiency in Reading, Science and Math will increase by 5%.

G2. Increase the percentage of proficiency (3.5 or above) on the 2014 Writing FCAT 2.0 by 16% or more at the 4th grade level.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Specialist
- School Based Coach
- Differentiated Writing Instruction
- Implementing Writing Instructional Framework
- Writing Anchor Papers
- District Writing Prompts
- Writing Rubrics
- Mentor Text
- Classroom Teachers

Targeted Barriers to Achieving the Goal

- Students writing below grade level
- Language use and conventions
- Limited modeling of teacher writing

Plan to Monitor Progress Toward the Goal

Lesson plans; District Writing Prompts; FCAT Writing

Person or Persons Responsible

Administrators; Coaches; District Specialists

Target Dates or Schedule:

September 2013-June 2014

Evidence of Completion:

Proficiency in Writing will increase by 16%

G3. Increase the percentage of learning gains in Reading in the bottom quartile by 5% or more in each grade level.

Targets Supported

- Reading (Learning Gains)

Resources Available to Support the Goal

- Teachers
- Curriculum Guides
- Comprehension Toolkit
- Success Maker
- School Based Coaches
- Interventionists

Targeted Barriers to Achieving the Goal

- Students reading below grade level
- Students' lack of foundational skills

Plan to Monitor Progress Toward the Goal

CGA's; lesson plans; FCAT 2.0 Reading, Completion of Coaching Cycles; PLC agendas; observations.

Person or Persons Responsible

Administration, Coaches, District Specialists

Target Dates or Schedule:

September 2013-June 2014

Evidence of Completion:

Reading Learning Gains for bottom quartile students with increase by 5% or more.

G4. Increase the percentage of learning gains by Bottom Quartile students in Math by 25% or more in each grade level.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Math Coach
- Math Interventionist
- Small group instruction
- Success Maker
- Reflex Math
- Gizmos
- Use of manipulatives
- Teacher collaboration
- Math centers

Targeted Barriers to Achieving the Goal

- Parental Involvement
- Student Engagement

Plan to Monitor Progress Toward the Goal

CGA's; iReady information; teacher made assessments; interactive journals;

Person or Persons Responsible

Teachers, administrators, coaches

Target Dates or Schedule:

Every quarter Aug. 2013-June 2014

Evidence of Completion:

Data from assessments will be disaggregated and monitored for positive results. Questionable results will result in reteaching, small groups, interventions, and extended opportunities.

G5. Increase the percentage of learning gains in Reading by 9% or more in each grade level.

Targets Supported

- Reading (Learning Gains)

Resources Available to Support the Goal

- Differentiated small group instruction
- DAR
- Reading Interventionist
- Reading Coach
- FCRR

Targeted Barriers to Achieving the Goal

- Students reading below grade level
- Students working independently
- Critical thinking

Plan to Monitor Progress Toward the Goal

CGA's will be used to collect data. CGA's are based on the benchmarks being taught. If results are satisfactory the teacher will move forward. If results are questionable or unsatisfactory the teacher will use the data to determine if reteaching needs to take place amongst the whole group or in small groups.

Person or Persons Responsible

Teachers; Coaches; Administration

Target Dates or Schedule:

At the close of each 9-week period.

Evidence of Completion:

CGA scores.

G6. Increase the percentage of learning gains in Math by 14% or more in each grade level.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Math Interventionist
- iReady
- Math Coach
- Classroom Teachers
- Curriculum
- Use of manipulatives
- Centers; Learning Stations
- Small Group Instruction

Targeted Barriers to Achieving the Goal

- Student Engagement
- Vertical Alignment between grade levels

Plan to Monitor Progress Toward the Goal

Utilize data from school based and district based assessments to monitor student progress towards the goal

Person or Persons Responsible

Teachers, coaches, administrators, district specialists

Target Dates or Schedule:

August 2013-June 2014

Evidence of Completion:

CGA data, Classroom assessment data; students' scores should improve over time. 2014 Math FCAT 2.0

G7. Increase the percentage of proficiency (3 or above) on the 2014 Science FCAT 2.0 by 15% or more. Increase the percent of students scoring at level 4 and above by at least 8%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Curriculum Guide Assessments
- 2013 FCAT Results
- P-Sell (5th Grade)
- Classroom Assessments
- Science Labs
- Interactive Journals
- Gizmos
- Interactive Science Curriculum
- Field Trips (MOSH, Marine Science Center)

Targeted Barriers to Achieving the Goal

- Holes in students' understanding of previous concepts
- Below grade level in Reading
- Instruction that lacks rigor

Plan to Monitor Progress Toward the Goal

Utilize data from school based and district based assessments to monitor student progress towards the goal

Person or Persons Responsible

Classroom teachers, Administration, School and District based Coaches

Target Dates or Schedule:

September 2013-June 2014

Evidence of Completion:

CGA data, Classroom assessment data; students' scores should improve over time. 2014 Science FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percentage of proficiency (3 or above) on the 2014 FCAT 2.0 by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

G1.B1 Students reading below grade level

G1.B1.S1 Small group instruction will be implemented to address individual student needs as indicated by classroom data (CGA's, IOWA, iReady, DAR, classroom assessments).

Action Step 1

Teachers will disaggregate data to determine standards that need to be addressed in a small group setting.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Small group lesson plans

Facilitator:

School Based Coaches

Participants:

Teachers

Action Step 2

Teachers and students will engage in Data Chats to inform students of their academic progress and assist them in setting academic goals.

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

September 2013-June 2014 Once per 9-week period

Evidence of Completion

Data Chat forms

Facilitator:

Principal and Assistant Principal

Participants:

Teachers and Coaches

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

Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school-based Coach. Administration will review teachers' small group lesson plans each week to check for the implementation of the DCPS instructional framework model as well as conduct classroom walk-throughs and formal/informal observations.

Person or Persons Responsible

Administrators, Coaches, Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Small Group Lesson Plans; Weekly PLC agendas; Walk-through forms; formal/informal observations.

Plan to Monitor Effectiveness of G1.B1.S1

Data from CGA's; classroom assessments; observations; classroom walk-throughs.

Person or Persons Responsible

Administration; Coaches; Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data Chat forms; walk-through forms; classroom assessments; CGA's

G1.B1.S2 Build capacity in K-2 by implementing the Instructional Framework and the Gradual Release model with fidelity.

Action Step 1

Coaching Cycle focusing on Gradual Release and Instructional Framework for Teachers in Tier III.

Person or Persons Responsible

Coaches, specified teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Coaches logs; feedback forms; observations;

Facilitator:

Coaches

Participants:

Specified Teachers

Action Step 2

PLC's focusing on Instructional Framework and the Gradual Release model to build teacher knowledge on implementation.

Person or Persons Responsible

Coaches, Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas

Facilitator:

Coaches

Participants:

Teachers

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

Teachers will participate in PLCs to review the Instructional Framework and Gradual release model. Coaches will model in classrooms.

Person or Persons Responsible

Teachers, School Based Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, Informal and Formal Observations, Coaches Logs, PLC agendas

Plan to Monitor Effectiveness of G1.B1.S2

Observations of teacher's ability to implement the Instructional Framework and Gradual Release model with fidelity.

Person or Persons Responsible

Administrators; coaches

Target Dates or Schedule

Upon completion of the coaching cycle

Evidence of Completion

Formal and informal observations

G1.B1.S3 Differentiating group and individual activities/assignments based on student need.

Action Step 1

Analyze student data to determine individual students' needs.

Person or Persons Responsible

Coaches, Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, data from assessments

Facilitator:

School Based Coaches

Participants:

Teachers

Action Step 2

Conduct PLCs that address using data to differentiate individual and group assignments and activities within the classroom setting

Person or Persons Responsible

Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, small group plans, data from assessments

Facilitator:

School Based Coaches

Participants:

Teachers

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

Lesson plans, small group lesson plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Informal/Formal Assessments, small group plans, classwork

Plan to Monitor Effectiveness of G1.B1.S3

Data from district and classroom assessments

Person or Persons Responsible

Administrators, Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Increased student achievement as indicated by assessment data

G1.B2 Student engagement

G1.B2.S1 Well planned lessons

Action Step 1

Teachers will plan engaging and rigorous lessons that include all standards that students need to become proficient in for each subject area.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, Classroom observations

Facilitator:

School based coaches

Participants:

Classroom teachers

Action Step 2

Teachers will understand the Gradual Release Model and Instructional Framework and utilize the elements of these in their lesson plans

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, Instructional Delivery, Informal and Formal Observations

Facilitator:

School Based Coaches

Participants:

Classroom teachers

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

Lesson plans and classroom instruction will be monitored to ensure that lessons are thoroughly planned and delivered within the classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Classroom walk-through forms, Informal and Formal Observation, Lesson Plan checks

Plan to Monitor Effectiveness of G1.B2.S1

Data from CGAs and classroom assessments will be analyzed to determine the impact of well planned lesson on the achievement of students within the classroom

Person or Persons Responsible

Administration, school based coaches, classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data Chat forms

G1.B2.S2 Differentiation of student activities

Action Step 1

Teachers will differentiate activities for students in centers and small groups to enhance instruction and scaffold necessary skills/concepts for students.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Small group lesson plans, center lesson plans, classroom observations

Facilitator:

School based coaches

Participants:

Classroom teachers

Action Step 2

Teachers will use data from CGAs, IOWA, iReady and classroom assessments to differentiate instruction for students within their classroom

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2013

Evidence of Completion

Data notebooks, Lesson plans

Facilitator:

School based coaches

Participants:

Classroom teachers

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

Small group lesson plans, center lesson plans, and data notebooks will be monitored

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Classroom walk through forms, Informal and Formal Observations

Plan to Monitor Effectiveness of G1.B2.S2

Students who are identified to participate in differentiated small group activities will be monitored to ensure that the instruction they are receiving is increasing their achievement

Person or Persons Responsible

Classroom teachers, administration, school based coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

CGAs, classroom assessments, data chat forms

G1.B5 Knowledge of the Instructional Framework and the Gradual Release Model

G1.B5.S1 Teachers will receive professional development on the Gradual Release Model and the Instructional Framework

Action Step 1

Ongoing PLCs that instruct teachers on the Instructional Framework and Gradual Release Model

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Agendas from PLCs

Facilitator:

School Based Coaches

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Coaches will instruct teachers on the proper implementation of the Instructional Framework and Gradual Release Model during weekly PLC meetings with teachers

Person or Persons Responsible

School Based Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Coaches logs, PLC agendas

Plan to Monitor Effectiveness of G1.B5.S1

Classroom teachers will be observed to monitor the transfer of professional development on the Gradual Release Model and Instructional Framework to actual practice within the classroom

Person or Persons Responsible

Administration, School based coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Coaches reflection logs, Informal and Formal observations

G1.B5.S2 School based coaches will model the proper use of the Instructional Framework and Gradual Release Model within the classrooms

Action Step 1

Coaches will model in identified classrooms to demonstrate the use of the Instructional Framework and Gradual Release Model. Teachers will complete observation forms during these model lessons and debrief with the coach afterwards

Person or Persons Responsible

School based coaches, classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Coaching logs, teacher observation forms

Facilitator:

School based coaches

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Coaches logs will be reviewed weekly to monitor the consistency of modeling in classrooms

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Commentary on Coaches Logs

Plan to Monitor Effectiveness of G1.B5.S2

Teachers will properly implement the Instructional Framework and Gradual Release Model in their classroom instruction

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Informal and Formal Observations

G1.B5.S3 Teachers will plan and deliver lessons using the Instructional Framework and Gradual Release Model

Action Step 1

Teachers will plan with coaches during PLCs

Person or Persons Responsible

Classroom teachers, school based coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas, coaches logs, lesson plans

Facilitator:

School and District Based Coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S3

Coaches will consistently plan with teachers to assist them with the implementation of the Instructional Framework and Gradual Release Model

Person or Persons Responsible

School based coaches, teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Coaches logs, lesson plans

Plan to Monitor Effectiveness of G1.B5.S3

Teachers will be observed using the Instructional Framework and Gradual Release Model

Person or Persons Responsible

Administration, school based coaches, district based coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Informal and formal observations, coaches logs and reflections

G2. Increase the percentage of proficiency (3.5 or above) on the 2014 Writing FCAT 2.0 by 16% or more at the 4th grade level.

G2.B1 Students writing below grade level

G2.B1.S1 Small group instruction

Action Step 1

Teachers will plan small group lessons based on needs determined.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Small group lesson plans

Action Step 2

Teachers will analyze students' writing samples to identify the needs to be addressed in a small group setting.

Person or Persons Responsible

Teachers; School Based Coach

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Small group lesson plans; Student samples categorized by needs

Facilitator:

School Based Coach

Participants:

Teachers

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

Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by school-based Coach. Administration will review teacher's small group lesson plans each week check for implementation of small groups in writing.

Person or Persons Responsible

Administration; Coaches; Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Small Group Lesson Plans; Weekly PLC Agendas

Plan to Monitor Effectiveness of G2.B1.S1

District Writing Prompts; classroom writing assignments; observations

Person or Persons Responsible

Administration; Coaches; Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

District Writing Prompts; classroom writing assignments

G2.B1.S2 Expose students to more modeled teacher writing and mentor text

Action Step 1

Read aloud mentor text for specific writing strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June2014

Evidence of Completion

Lesson Plans

Facilitator:

School-based Coach

Participants:

Teachers

Action Step 2

Teachers will model writing stories at least twice a week.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Anchor charts with completed stories; writing in teacher's journal

Facilitator:

School-based Coach

Participants:

Teachers

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

Administration will review teachers' lesson plans to check for implementation of using mentor text as well as conduct classroom walk-throughs and informal/formal observations to check for anchor charts and writing in the teachers' journal.

Person or Persons Responsible

Administrators; Coaches; Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans; Anchor charts displayed; written stories in the teachers' journal; walk-through forms; informal/formal observations.

Plan to Monitor Effectiveness of G2.B1.S2

District Writing Prompts; classroom writing assignments; observations

Person or Persons Responsible

Administrations; Coaches; Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

District Writing Prompts; classroom writing assignments; observations

G2.B1.S3 Daily writing instruction in K-3rd

Action Step 1

Teach 30 minutes of writing daily following the Writing Instructional Framework.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans; student writing; teacher writing; anchor charts

Facilitator:

School-based coach

Participants:

Teachers

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

Administration and coaches will observe writing block to check for implementation of the writing Instructional Framework. Administration will check lesson plans for implementation of teaching writing daily.

Person or Persons Responsible

Administration; Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans; student writing; anchor charts

Plan to Monitor Effectiveness of G2.B1.S3

Classroom writing assignments; observations

Person or Persons Responsible

Administration; Coaches; Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Classroom writing assignments

G2.B4 Language use and conventions

G2.B4.S1 Daily language use and convention practice across all grade levels and subjects.

Action Step 1

Teachers will plan daily language use and conventions practice for students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans and student work that displays editing

Facilitator:

School Based Coaches

Participants:

Teachers

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

Teachers will common plan with grade level and coaches. Administration will check lesson plans and student's writing notebook.

Person or Persons Responsible

Administrators, School Based Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans; student writing with editing

Plan to Monitor Effectiveness of G2.B4.S1

District Writing Prompts; classroom writing assignments; observations

Person or Persons Responsible

Administration; Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

District Writing Prompts; classroom writing assignments

G2.B4.S2 Modeling appropriate language use and conventions in writing.

Action Step 1

Teachers will model using appropriate language use and conventions on daily anchor charts and writing in all subject areas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Anchor charts; Teacher writing journal

Facilitator:

School based Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S2

Administration will check anchor charts and teacher writing journal.

Person or Persons Responsible

Administration; Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Anchor charts; Teacher Writing Journals

Plan to Monitor Effectiveness of G2.B4.S2

Anchor charts; observations

Person or Persons Responsible

Administration; Coaches; Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Anchor charts; teacher writing journal

G2.B4.S3 Take students through the writing process.

Action Step 1

Explicitly teach the steps of the writing process

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Student writing samples of each step of the process; modeled teacher writing of each step

Facilitator:

School based Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S3

Teachers will plan lessons based on the writing process. Administration will check student writing notebooks and lesson plans for lessons that take the students through the writing process

Person or Persons Responsible

Administration; Coaches; Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans; Student writing samples of each step showing the process; modeled teacher writing of each step

Plan to Monitor Effectiveness of G2.B4.S3

District Writing Prompts; classroom writing assignments; observations

Person or Persons Responsible

Administration; Coaches; Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

District Writing Prompts; classroom writing assignments

G2.B5 Limited modeling of teacher writing

G2.B5.S1 Model writing for students daily in all content areas

Action Step 1

Modeled teacher writing for student

Person or Persons Responsible

Coaches; Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Anchor Charts; Teacher Writing Journals

Facilitator:

School-based Coach

Participants:

Teachers

Action Step 2

Coaches modeling for teachers

Person or Persons Responsible

Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Coach Logs; Anchor Charts

Facilitator:

District Specialist

Participants:

Coaches

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Administration and coaches will observe writing block to check for implementation of daily writing in all content areas. Administration will check lesson plans for implementation of modeling writing.

Person or Persons Responsible

Administration; Coaches; Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Anchor charts; Lesson plans

Plan to Monitor Effectiveness of G2.B5.S1

District Writing Prompts; classroom writing assignments; observations

Person or Persons Responsible

Administration; Coaches; Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

District Writing Prompts; classroom writing assignments

G3. Increase the percentage of learning gains in Reading in the bottom quartile by 5% or more in each grade level.

G3.B1 Students reading below grade level

G3.B1.S1 Small group instruction within the classroom tailored to targeted areas of deficit for bottom quartile students

Action Step 1

Analysis of Data from 2013 FCAT 2.0

Person or Persons Responsible

Administration, School Based Coaches

Target Dates or Schedule

July 2013

Evidence of Completion

Desegregated Data provided to teachers

Action Step 2

Utilize the data from 2013 FCAT 2.0, CGAs, DAR and IOWA to target instructional needs for students

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data notebooks, lesson plans, small group plans, individual student conferences, schedules students meeting with Interventionist

Facilitator:

School Based Coaches

Participants:

Classroom teachers, Reading Interventionist

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

Consistently use the data from the 2013 FCAT 2.0, CGAs, DAR, and classroom assessments to increase students' knowledge in areas of deficit

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data Chats, Lesson Plans, Data Notebooks

Plan to Monitor Effectiveness of G3.B1.S1

Measure student growth in identified areas of deficit through the use of CGAs and classroom assessments

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data that shows student growth in identified areas of academic deficit

G3.B1.S2 Utilization of a School Based Interventionist for Reading to work with bottom quartile students

Action Step 1

Bottom quartile students will receive intensive remediation in identified areas of weakness from school based interventionists

Person or Persons Responsible

School based interventionists

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Interventionist's lesson plans, schedules and logs

Action Step 2

Identify the areas for improvement in our bottom quartile students and plan for targeted instruction in those areas

Person or Persons Responsible

Administration, school based coaches, school based Reading interventionist

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Data analysis, school data notebook, interventionist's lesson plans, schedules and logs

Facilitator:

School based coaches

Participants:

Leadership team members

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

School based interventionist's logs and lesson plans will be monitored

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, logs, schedules

Plan to Monitor Effectiveness of G3.B1.S2

Bottom quartile students' progress will be monitored throughout the year to ascertain their growth in identified areas of weakness

Person or Persons Responsible

Principal, Assistant Principal, School based interventionist, classroom teacher

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

CGAs, classroom assessments, interventionist's assessments

G3.B1.S3 Offering before and/or after school tutoring for bottom quartile students that focuses on their areas of deficit

Action Step 1

Identify bottom quartile students in need of before or after school tutoring and their areas of deficiency to plan effective instruction

Person or Persons Responsible

Principal, Assistant Principal, School based coaches, classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Bottom quartile students grouped by areas of deficiency, instruction planned from

Facilitator:

School based coaches

Participants:

Teachers

Action Step 2

Identify areas of reading deficiency in bottom quartile students and provide materials and resources for targeted instruction

Person or Persons Responsible

Administration, school based coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data from 2013 FCAT 2.0, bottom quartile student groups, after school tutoring plan and tutoring assignments

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

Students participating in before/after school tutoring will have their progress monitored throughout the tutoring time frame to assess their level of proficiency in identified areas of deficit

Person or Persons Responsible

Before/After school tutors, Administration, School based coaches, classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Before/After school tutoring attendance, before/after school mini-assessments

Plan to Monitor Effectiveness of G3.B1.S3

Students participating in before/after school tutoring will have their progress monitored throughout the tutoring time frame to assess their level of proficiency in identified areas of deficit

Person or Persons Responsible

Before/After school tutors, Administration

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

CGAs, classroom assessments, before/after school tutoring mini-assessments, 2014 FCAT 2.0

G3.B2 Students' lack of foundational skills

G3.B2.S1 Utilize the results from the DAR to pinpoint specific deficits in bottom quartile students' learning and ramp up these areas

Action Step 1

Provide professional development for teachers on the administration of the DAR assessment and how to use the information gathered from that assessment to target instruction for students

Person or Persons Responsible

Classroom teachers, School based Interventionist, School Based Coaches, Administration

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas, coaches logs, small group lesson plans

Facilitator:

School based coaches

Participants:

Teachers

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

Teachers' small group lesson plans will be monitored for evidence of using DAR data to plan instruction

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Classroom walk throughs, lesson plan checks

Plan to Monitor Effectiveness of G3.B2.S1

Data from assessments for bottom quartile students will be tracked to look for improvement in achievement in areas of deficiency identified through the DAR assessment

Person or Persons Responsible

Administrators, School based coaches, classroom t

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

CGA data, classroom assessments, DAR assessments

G3.B2.S2 Increase the instructional rigor in grades K-2 to build a solid foundation for students to help eliminate future deficits in learning

Action Step 1

PLC's focusing on Instructional Framework and the Gradual Release model to build teacher knowledge on implementation.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas, Coaches logs

Facilitator:

Coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S2

K-2 teachers will be provided ongoing professional development in the proper implementation of the Instructional Framework and Gradual Release Model

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Coaches logs, PLC agendas, Lesson plans

Plan to Monitor Effectiveness of G3.B2.S2

Teachers will be observed using the Instructional Framework and Gradual Release Model in their instruction. Lesson plans will be monitored for evidence of understanding of these models.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Informal and Formal observations, walk throughs, lesson plan checks

G3.B2.S3 Utilize centers and skills groups to increase bottom quartile students' knowledge in their identified areas of deficit.

Action Step 1

Teacher will receive professional development on using centers and skills groups to enhance instruction

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas, lesson plans

Facilitator:

Coaches

Participants:

K-2 teachers

Action Step 2

Teachers will plan center activities and skills groups based on data gathered from CGAs, DAR, IOWA and classroom assessments.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data notebook, lesson plans, data chat forms

Facilitator:

Coaches

Participants:

K-2 teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Teacher small group plans and lesson plans will be monitored to ensure that targeted, data based instruction is taking place on a consistent basis

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plan checks, Informal and Formal observations

Plan to Monitor Effectiveness of G3.B2.S3

Data from assessments will be used to monitor the progress of bottom quartile students

Person or Persons Responsible

Administration, School based coaches, classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data notebooks, data chat forms, assessment data

G4. Increase the percentage of learning gains by Bottom Quartile students in Math by 25% or more in each grade level.

G4.B2 Parental Involvement

G4.B2.S1 Provide opportunities for students to talk about their math learning daily through home learning activities which involve parent participation.

Action Step 1

Assign Home Learning assignments daily which encourage students to discuss with parents the math objective they are currently working towards in class and share what they know.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Common Board Configuration including Home Learning piece, homework written in planner and signed by parent

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

Assignment of home learning activities, teacher discussion with students regarding their home learning assignment

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Common Board Configuration with home learning assignment, teacher and student discussion

Plan to Monitor Effectiveness of G4.B2.S1

Consistent checking of student planners, student and teacher conversations regarding the home learning assignment

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

student classwork and test grades, signed planners

G4.B2.S2 Host a math curriculum night for Kindergarten through Fifth Grade parents.

Action Step 1

Math curriculum night showcasing math strategies to support parent understanding of their child's curriculum, interactive activities to be used for student home learning, and math manipulatives found in the home

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

November 2013, March 2014

Evidence of Completion

Parent sign in sheet, invitations to math night

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

Coaches and teachers will plan activities and the activities will be checked by coaches and administrators for academic nights.

Person or Persons Responsible

Administrators, Coaches, Teachers

Target Dates or Schedule

November 2013, March 2014

Evidence of Completion

Parent sign-in sheet for events, planned activities

Plan to Monitor Effectiveness of G4.B2.S2

Activities will be planned by teachers and coaches and checked by administrators and coaches to meet the goals of the academic night.

Person or Persons Responsible

Administrators, Coaches, Teachers

Target Dates or Schedule

November 2013, March 2014

Evidence of Completion

parent sign-in sheet, planned activities

G4.B2.S3 Send home planners daily for parent signature and evidence of student work weekly.

Action Step 1

Teachers will send home planners regularly to be signed by parents and further encourage the completion of home learning assignments. Teachers will send home evidence of student learning through classwork and tests.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Signed planners, Common Board Configuration

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Teachers will sign student planner daily and check planner for parent signature to ensure regular communication.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

signed planner sheets by teacher and parent

Plan to Monitor Effectiveness of G4.B2.S3

Evidence of planner use by teachers daily, signed planner sheets by parent and teachers, classwork and tests sent home in the planner regularly for parent review

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

signed planner sheets by teacher and parent

G4.B3 Student Engagement

G4.B3.S1 Provide opportunities for interactive activities to support the math curriculum.

Action Step 1

Math centers including technology (i-Ready, Reflex Math, Gizmos), Technology pieces for introducing a new math concept, including Gizmos or math strategy lessons found on-line

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Planned interactive activities evidenced through lesson plans and small group plans as well as formal and informal observations

Facilitator:

Math Coach

Participants:

Teachers

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

Check lesson plans for interactive activities planned to support the math content.

Person or Persons Responsible

Teachers, administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Activities planned as evidenced in lesson plans and small group planning,

Plan to Monitor Effectiveness of G4.B3.S1

Assess activities prepared and used during instruction and look for evidence of student growth through assessment pieces such as classroom assessments, CGA's, and i-Ready.

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Student growth on assessment pieces such as classroom assessments, CGA's, and i-Ready.

G4.B3.S2 Allow opportunities for student use of manipulatives to encourage a deeper understanding of the math curriculum.

Action Step 1

Plan activities where manipulatives are necessary to the understanding of the math objective. Show students proper use of the manipulatives and tell them the need for manipulatives to meet the stated objective.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Planned activities evidenced in the teacher lesson plans

Facilitator:

Math Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Coach will assist teachers in planning lessons which are supported by the use of manipulatives. Administrators will check lesson plans for activities which include manipulatives.

Person or Persons Responsible

Teachers, Administrators, Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, observations, and evaluations

Plan to Monitor Effectiveness of G4.B3.S2

Review classroom assessments, CGA's, and i-Ready data to monitor students growth of skills taught using manipulatives.

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

student growth on assessments monitored

G4.B3.S3 Provide opportunities for student collaboration to encourage the development of additional math strategies.

Action Step 1

Plan collaborative student activities for the They Do portion of the Gradual Release model to promote accountable talk and the development of strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Collaborative activities as evidenced in lesson plans

Facilitator:

Math Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S3

Check lesson plans to observe evidence of student collaboration through activities planned in the They Do portion of the Gradual Release model. Student growth on CGA's and i-Ready assessments to show student growth.

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, CGA's, i-Ready

Plan to Monitor Effectiveness of G4.B3.S3

Teachers and coaches will monitor student growth on standards where student collaboration was prevalent on assessments such as i-Ready, CGA's, and classroom assessments.

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

CGA's, i-Ready, lesson plans

G5. Increase the percentage of learning gains in Reading by 9% or more in each grade level.

G5.B1 Students reading below grade level

G5.B1.S1 Differentiated instruction based on data

Action Step 1

Instruction will be differentiated based on data from CGA's, IOWA, DAR, etc. Differentiation will take place when students work in small groups and with the teacher. Centers/Learning Stations will be differentiated based on student progress on the benchmark being taught.

Person or Persons Responsible

Teachers; Reading Coach; Interventionist

Target Dates or Schedule

Daily: August 2013-June 2014

Evidence of Completion

Evidence will be monitored by completion of tasks assigned in small groups. Exit tickets will be used to check for understanding. Interactive journals and work folders will show evidence of learning. Lesson plans.

Facilitator:

Reading Coach

Participants:

Reading teachers

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

Differentiated centers; Interactive journals; Lesson plans; exit tickets

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Bi-weekly; as new centers are introduced.

Evidence of Completion

Lesson plans; examples from interactive journals;

Plan to Monitor Effectiveness of G5.B1.S1

CGA's; teacher made assessments; exit tickets. Successful implementation will look like completed work with 80% accuracy. If poor results, reteaching will occur either in whole group or small group depending on the results.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During and after implementation of the lesson/center.

Evidence of Completion

Assessments given at the close of the benchmark.

G5.B1.S2 Modeling with interactive journals for support during independent work

Action Step 1

Teachers will model strategies to be used for the skill being taught during the "I do" portion of Gradual Release. Students will work with the teacher for "We do" and in small groups or partnerships to complete the "They do".

Person or Persons Responsible

Teachers

Target Dates or Schedule

A minimum of 2 times a week August 2013-June 2014.

Evidence of Completion

Interactive journals; student work; feedback given by teaches.

Facilitator:

Reading Coach

Participants:

Teachers

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

Looking at interactive journals for strategies taught; feedback in interactive journals; observations of lessons using interactive journals.

Person or Persons Responsible

Teachers; reading coach

Target Dates or Schedule

Bi-weekly August 2013-June 2014

Evidence of Completion

Observation of Interactive journal use.

Plan to Monitor Effectiveness of G5.B1.S2

CGA's; teacher made assessments; interactive journals. Successful implementation will look like completed work with 80% accuracy. If poor results, reteaching will occur either in whole group or small group depending on the results.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During and after implementation of the strategy lesson.

Evidence of Completion

Assessments given at the close of the benchmark.

G5.B1.S3 Small group instruction based on data

Action Step 1

Small groups will be formed based on data and implemented daily to work with students needing a deeper understanding of the benchmark/objective.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily August 2013-June 2014

Evidence of Completion

Small group lesson plans

Facilitator:

Reading Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Small group lesson plans; Observations of small group lessons.

Person or Persons Responsible

Reading Coach; Administration

Target Dates or Schedule

Weekly August 2013-June 2014

Evidence of Completion

Small group lesson plans; assessments; observation notes.

Plan to Monitor Effectiveness of G5.B1.S3

CGA's; teacher made assessments; exit tickets. Successful implementation will look like completed work with 80% accuracy. If poor results, reteaching will occur either in whole group or small group depending on the results.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During and after the small group lessons.

Evidence of Completion

Teacher made assessments for small groups; whole group assessments.

G5.B3 Students working independently

G5.B3.S1 Implementation of the gradual release model

Action Step 1

Teachers will work daily to use the Gradual Release model with fidelity focusing on the steps to independence.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily August 2013-June 2014

Evidence of Completion

Observation of students as they work through the process; assessments that show independent thinking;

Facilitator:

Reading Coach

Participants:

Teachers

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

Observations of teaching using the Gradual Release model; Lesson plans with the GR model evident; Interactive journals with evidence of the steps in GR.

Person or Persons Responsible

Coaches; Administration

Target Dates or Schedule

bi-weekly August 2013-June 2014

Evidence of Completion

Observations of lessons taught; Interactive journal work; student assessments with evidence of independent thinking and capability of working on their own.

Plan to Monitor Effectiveness of G5.B3.S1

Observations of lessons taught; if evidence is lacking, the coach will model a lesson using GR for the lesson (with students) and for the teacher (gradually releasing the teacher to work independently.)

Person or Persons Responsible

Coaches; Administration

Target Dates or Schedule

bi-weekly August 2013-June 2014

Evidence of Completion

Observation notes; CAST observations; informal walk through forms

G5.B3.S3 Students use of Interactive Journals as a reference tool**Action Step 1**

Students will be taught how to use Interactive Journals in all core areas. Students will listen to the teacher and take notes during the "I do" portion of GR. During the "We do" portion, students will work in their journals with the teacher's guidance. They will move to the "they do" portion and work in their journals with a partner or small group to complete tasks and further their understanding and use of a strategy. Students will be taught to use their journals as a reference when they are asked to perform independently.

Person or Persons Responsible

Teachers

Target Dates or Schedule

A minimum of 2 days a week August 2013-June 2014

Evidence of Completion

Student Interactive journals

Facilitator:

Coaches; Principal

Participants:

Teachers

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

Looking at interactive journals for strategies taught; feedback in interactive journals; observations of lessons using interactive journals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

A minimum of 2 days a week August 2013-June 2014

Evidence of Completion

Observation of journal work; feedback in journals; student use of journals during assessments.

Plan to Monitor Effectiveness of G5.B3.S3

Journals that have true student work with the GR model evident. If poor results, reteaching will occur either in whole group or small group depending on the results.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Use of Interactive Journals

G5.B4 Critical thinking

G5.B4.S1 Higher order questioning

Action Step 1

Teachers will use higher level questions to engage students in conversation and critical thinking. Teachers will teach students to converse with one another, asking questions to clarify thinking, and prompting for further understanding.

Person or Persons Responsible

Teachers and students

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Anecdotal notes during student conversation; work folders and interactive journals that show collaborative work among students.

Facilitator:

Coaches

Participants:

Teachers

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

Observation of students as they work together to solve problems or answer questions. Observation of teacher and the questions asked during the lesson.

Person or Persons Responsible

Coaches; Administration

Target Dates or Schedule

bi-weekly August 2013-June 2014

Evidence of Completion

Observation notes; walk through forms; formal and informal observations.

Plan to Monitor Effectiveness of G5.B4.S1

Lesson plans listing higher order questions to be used by the teacher. Observation and anecdotal notes taken during student conversations. If students aren't working together or asking one another questions and or prompting each other, the teacher will intervene and help guide the conversation.

Person or Persons Responsible

Coaches; Administration; Teachers

Target Dates or Schedule

Coaches and Admin: bi-weekly August 2013-June 2014; Teachers: minimum 3 times a week

Evidence of Completion

Observations and anecdotal notes; lesson plans

Plan to Monitor Fidelity of Implementation of G5.B4.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B4.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. Increase the percentage of learning gains in Math by 14% or more in each grade level.

G6.B1 Student Engagement

G6.B1.S1 Hands on activities

Action Step 1

Teacher will provide hands on activities, including manipulatives, during the Core math block and center rotation for students to further their understanding of the objective. Hold PLC to further understanding of adding hands on activities for all students and to assist in planning such activities

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plan checks, PLC on hands on activities for the math block

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

Monitor lesson plans to insure activities are being added to the core math block and center rotation. Monitor assessments that match the objectives taught using hands on activities to show student academic growth.

Person or Persons Responsible

Teachers, coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, assessments (i-Ready, classroom, CGA's)

Plan to Monitor Effectiveness of G6.B1.S1

Data will be collected from classroom assessments, CGA's, and i-Ready assessments to show the growth of students and determine additional activities to be put in place.

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

assessments (i-Ready, CGA's classroom, anecdotal records)

G6.B1.S2 Interest oriented differentiation

Action Step 1

Provide differentiated pieces based on student's academic level and learning style for the They Do, You Do, and centers rotation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

They Do and You Do portions of the GR model as evidenced on the lesson plans. Center rotations plan.

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Exit tickets based on student differentiated assignments, anecdotal records, assignments noted in lesson plan

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

assessments (i-Ready growth, CGA's, classroom anecdotes and exit tickets).

Plan to Monitor Effectiveness of G6.B1.S2

Monitor classroom assessments to show student growth and lesson plans showing differentiated assignments

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

assessments (i-Ready, classroom, CGA's), lesson plans

G6.B1.S3 Technology incorporated into the classroom

Action Step 1

Teachers will implement technology into classroom lessons and center rotations to promote student success.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

lesson plans showing technology planned, observations of teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Monitor lesson plans to show technology. Share technology ideas during PLC's.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

lesson plans, observations of teachers

Plan to Monitor Effectiveness of G6.B1.S3

monitor assessments to show growth on objectives where technology was used to present the math

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

lesson plans, assessments (i-Ready, CGA's, classroom)

G6.B4 Vertical Alignment between grade levels

G6.B4.S1 Collaborative planning with vertical grade levels

Action Step 1

Plan PLC with multiple grade levels present to address pre-requisites, upcoming objectives, and standards necessary for mastery for the next grade.

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agenda

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

Continuous conversation in PLC's with grade levels to support the vertical alignment conversations had. Planning with pre-requisites and future standards in mind.

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas, lesson planning which supports pre-requisites that need to be addressed

Plan to Monitor Effectiveness of G6.B4.S1

Assessments that show student growth where vertical alignment was addressed for an objective

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

assessments, lesson plans, PLC agendas

G6.B4.S2 Knowledge of prerequisites and standards

Action Step 1

PLC's dedicated to content knowledge and questioning of students during Core content and small groups

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas, lesson planning, questioning observed during the Core math lesson

Plan to Monitor Fidelity of Implementation of G6.B4.S2

Observation of Core math lesson and small groups to monitor questioning of students to show teacher knowledge of pre-requisites and standards

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas, questioning during Core math and small groups

Plan to Monitor Effectiveness of G6.B4.S2

Monitor assessments to show student growth showcased through teacher delivery of the objectives

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas, teacher observations focusing on questioning and explanation of the objective

G6.B4.S4 Lesson studies

Action Step 1

Lesson studies developed to support vertical alignment of grade levels to support teacher understanding of content and how it relates to previous and future grade levels.

Person or Persons Responsible

Coaches, Teacher, Administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

lesson study agendas, lesson study observations and plan

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

Plan for next steps throughout the lesson study process after each model lesson while focusing on pre-requisites and future grade level objectives

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

lesson study agendas, lesson study observations and plan

Plan to Monitor Effectiveness of G6.B4.S4

Monitor student growth on student assessment at the end of the cycle

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

lesson study agendas, lesson study observations and model lessons

G7. Increase the percentage of proficiency (3 or above) on the 2014 Science FCAT 2.0 by 15% or more. Increase the percent of students scoring at level 4 and above by at least 8%.

G7.B1 Holes in students' understanding of previous concepts

G7.B1.S1 Use P-Sell in 5th grade Science classrooms to increase students' knowledge of previous concepts

Action Step 1

Implement the use of P-Sell in Science classrooms

Person or Persons Responsible

Fifth Grade Science teachers

Target Dates or Schedule

1 hour per day

Evidence of Completion

Student workbooks, teacher lesson plans

Facilitator:

School and district based coaches

Participants:

Teachers

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

Administration will conduct observations and check lesson plans to ensure that P-Sell is being implemented in classroom instruction daily

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, observation logs, Informal and Formal Observations

Plan to Monitor Effectiveness of G7.B1.S1

Administration will monitor student progress on standards addressed in the P-Sell curriculum

Person or Persons Responsible

Principal, Assistant Principal, Classroom Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

CGAs, P-Sell Assessments, Classroom Assessments

G7.B1.S2 Increase the use of non-fiction text during reading

Action Step 1

Use non-fiction books that address science strands during the literacy block

Person or Persons Responsible

ELA teachers K-5

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, Reading journals, Reading logs

Facilitator:

School based Reading Coach

Participants:

ELA Classroom teachers

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

Teachers will plan to instruct students using non-fiction text that relate to science standards

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G7.B1.S2

Monitor student progress on Science strands addressed during Reading instruction

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Classroom assessments, science CGAs

G7.B1.S5 Increase the use of Science labs in Science instruction

Action Step 1

Implement the use of Science labs into Science instruction at least one hour per week

Person or Persons Responsible

Science teachers K-5

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, Interactive Journals, student workbooks

Facilitator:

District based Science Coach

Participants:

K-5 Science teachers

Plan to Monitor Fidelity of Implementation of G7.B1.S5

Lesson plans will be monitored to ensure that teachers are implementing hands-on Science labs in their instruction

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G7.B1.S5

Student progress on Science standards in each grade level will be monitored using data

Person or Persons Responsible

Classroom teachers, Administration

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

CGAs, Classroom assessments

G7.B2 Below grade level in Reading

G7.B2.S1 Increase the use of higher order questioning in classroom instruction

Action Step 1

Higher order questions in Interactive Journals

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Interactive Journals, lesson plans

Facilitator:

School based coaches

Participants:

Classroom teachers

Action Step 2

Teachers will plan and write out higher order questions to be used during instruction in their lesson plans

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans

Facilitator:

School and district based coaches

Participants:

Classroom teachers

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

Monitor the use of higher order questioning in classroom instruction

Person or Persons Responsible

Administration, school based coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Walk through logs, data chats, lesson plans

Plan to Monitor Effectiveness of G7.B2.S1

Monitor student progress on assessments and classroom assignments

Person or Persons Responsible

Classroom teachers, Administration

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

CGAs, Classroom Assessments, Classroom assignments, 2014 FCAT 2.0

G7.B2.S2 Utilize leveled science readers to enhance science instruction

Action Step 1

Teachers will plan to use Science leveled readers with students to address various learning needs of students

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, small group plans formal and informal observations

Facilitator:

School based coaches

Participants:

Classroom teachers

Action Step 2

Teachers will utilize the Comprehension Tool Kit, Science leveled readers and task cards to promote instruction at the highest level of Webb's Depth of Knowledge and teach higher order thinking skills

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans that demonstrate the use of the Comprehension Tool Kit, leveled readers and task cards

Facilitator:

School based coaches

Participants:

Classroom teachers

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

Administration will utilize classroom walk throughs and observations to ensure that science leveled readers and the Comprehension Tool Kit are being utilized during science instruction

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Informal and formal observations, classroom walk throughs

Plan to Monitor Effectiveness of G7.B2.S2

Administration will conduct data chats with teachers

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data chat forms

G7.B2.S3 Increase the use of imbedded higher order questions in Science labs

Action Step 1

Teachers will write out higher order questions to be asked during Science labs in their lesson plans.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans

Facilitator:

Coaches

Participants:

Teachers

Action Step 2

Teachers will have students respond to higher order questions from Science labs in their Interactive Journals

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, student Interactive Journals

Facilitator:

Coaches

Participants:

Classroom teachers

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

Administration and coaches will monitor the use of higher order questioning during science labs and students' responses to higher order questions in Interactive Journals

Person or Persons Responsible

Administration and Coaches, classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, walk throughs, observations

Plan to Monitor Effectiveness of G7.B2.S3

Monitor student progress on standards introduced through Science labs

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

CGAs, classroom assessments, 2014 FCAT 2.0

G7.B4 Instruction that lacks rigor

G7.B4.S1 Increase the use of science laboratory through inquiry-based activities across grade levels that apply, analyze and explain science concepts while making real world connections.

Action Step 1

Teachers will be trained on how to use Science labs effectively through professional development training by academic and district coaches.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Coaches logs, agendas from trainings

Facilitator:

School based and District Coaches

Participants:

Classroom teachers

Action Step 2

Teachers will use Science Labs to build and deepen the comprehension of science standards being taught

Person or Persons Responsible

Classroom science teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Interactive Science Journals, Lesson plans

Facilitator:

School and district based coaches

Participants:

Classroom teachers

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

Students will participate in weekly hands-on exploration that aligns with the concepts being taught in the classroom

Person or Persons Responsible

Classroom teachers, school based coach

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, Science Journals, Science assessments, classroom observations

Plan to Monitor Effectiveness of G7.B4.S1

Administration will conduct walk-throughs of laboratories at various times throughout the week.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Walk-through forms, classroom observations, active student engagement

G7.B4.S2 Teachers will collaborate and plan with the academic coach and other content area teachers

Action Step 1

Academic Coach and teachers will plan together during weekly common planning to ensure that Science standards are understood and being taught thoroughly

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Common Planning time September 2013-June 2014

Evidence of Completion

Lesson plans, Coaches Logs

Facilitator:

Coaches

Participants:

Classroom science teachers

Action Step 2

Coach and teachers will plan collaboratively to ensure rigor in lessons

Person or Persons Responsible

Academic Coach, teachers

Target Dates or Schedule

Common Planning times September 2013-June 2014

Evidence of Completion

Lesson Plans, Coaches Logs

Facilitator:

School based and district coach

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G7.B4.S2

Attendance at weekly PLCs, teacher input in the discussion and planning, and reflection pieces teachers complete at the end of PLCs, classroom observations, lesson plans

Person or Persons Responsible

Principal, Assistant Principal, Classroom teachers, Coaches

Target Dates or Schedule

PLCs, Early Dismissal PLCs

Evidence of Completion

Lesson Plan reviews, Science Assessments, Science Journals, CGAs, Observation forms

Plan to Monitor Effectiveness of G7.B4.S2

Monitor student progress based on data from Science CGAs, Classroom assessments, data chats and laboratory data

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data from CGA and classroom assessments, 2014 FCAT 2.0

G7.B4.S4 Implementation of inquiry-based learning (K-5)

Action Step 1

Teachers will receive professional development on inquiry-based learning, why it is successful, and how to implement it into their instruction

Person or Persons Responsible

Teachers, Academic Coach

Target Dates or Schedule

PLC time - September 2013-June 2014

Evidence of Completion

PLC meeting agendas, lesson plans

Facilitator:

Coaches

Participants:

Classroom teachers

Action Step 2

Teachers will incorporate inquiry-based learning into their daily lessons during instruction. Teachers will encourage student reflection.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, student artifacts, Interactive Journals, Classroom assessments

Facilitator:

School and district based coaches

Participants:

Classroom science teachers

Plan to Monitor Fidelity of Implementation of G7.B4.S4

During PLCs and/or professional development, coaches and teachers will look at research based articles and teacher will receive training on inquiry-based learning from school based coach and district specialist.

Person or Persons Responsible

School and district based coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, Science assessments, Science journals, CGAs, observations

Plan to Monitor Effectiveness of G7.B4.S4

Coaches will plan collaboratively with teachers, model in classrooms, and co-teach with teachers to assist with the implementation of inquiry-based learning. Administration will conduct observations

Person or Persons Responsible

Principal, Assistant Principal, School and District Based Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

2014 FCAT 2.0, Observations, CGAs

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

Services are provided to ensure students requiring additional remediation are assisted through reading and math interventionists during school and after-school programs provided by outside programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase the percentage of proficiency (3 or above) on the 2014 FCAT 2.0 by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

G1.B1 Students reading below grade level

G1.B1.S1 Small group instruction will be implemented to address individual student needs as indicated by classroom data (CGA's, IOWA, iReady, DAR, classroom assessments).

PD Opportunity 1

Teachers will disaggregate data to determine standards that need to be addressed in a small group setting.

Facilitator

School Based Coaches

Participants

Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Small group lesson plans

PD Opportunity 2

Teachers and students will engage in Data Chats to inform students of their academic progress and assist them in setting academic goals.

Facilitator

Principal and Assistant Principal

Participants

Teachers and Coaches

Target Dates or Schedule

September 2013-June 2014 Once per 9-week period

Evidence of Completion

Data Chat forms

G1.B1.S2 Build capacity in K-2 by implementing the Instructional Framework and the Gradual Release model with fidelity.

PD Opportunity 1

Coaching Cycle focusing on Gradual Release and Instructional Framework for Teachers in Tier III.

Facilitator

Coaches

Participants

Specified Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Coaches logs; feedback forms; observations;

PD Opportunity 2

PLC's focusing on Instructional Framework and the Gradual Release model to build teacher knowledge on implementation.

Facilitator

Coaches

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas

G1.B1.S3 Differentiating group and individual activities/assignments based on student need.

PD Opportunity 1

Analyze student data to determine individual students' needs.

Facilitator

School Based Coaches

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, data from assessments

PD Opportunity 2

Conduct PLCs that address using data to differentiate individual and group assignments and activities within the classroom setting

Facilitator

School Based Coaches

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, small group plans, data from assessments

G1.B2 Student engagement

G1.B2.S1 Well planned lessons

PD Opportunity 1

Teachers will plan engaging and rigorous lessons that include all standards that students need to become proficient in for each subject area.

Facilitator

School based coaches

Participants

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, Classroom observations

PD Opportunity 2

Teachers will understand the Gradual Release Model and Instructional Framework and utilize the elements of these in their lesson plans

Facilitator

School Based Coaches

Participants

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, Instructional Delivery, Informal and Formal Observations

G1.B2.S2 Differentiation of student activities

PD Opportunity 1

Teachers will differentiate activities for students in centers and small groups to enhance instruction and scaffold necessary skills/concepts for students.

Facilitator

School based coaches

Participants

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Small group lesson plans, center lesson plans, classroom observations

PD Opportunity 2

Teachers will use data from CGAs, IOWA, iReady and classroom assessments to differentiate instruction for students within their classroom

Facilitator

School based coaches

Participants

Classroom teachers

Target Dates or Schedule

September 2013-June 2013

Evidence of Completion

Data notebooks, Lesson plans

G1.B5 Knowledge of the Instructional Framework and the Gradual Release Model

G1.B5.S1 Teachers will receive professional development on the Gradual Release Model and the Instructional Framework

PD Opportunity 1

Ongoing PLCs that instruct teachers on the Instructional Framework and Gradual Release Model

Facilitator

School Based Coaches

Participants

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Agendas from PLCs

G1.B5.S2 School based coaches will model the proper use of the Instructional Framework and Gradual Release Model within the classrooms

PD Opportunity 1

Coaches will model in identified classrooms to demonstrate the use of the Instructional Framework and Gradual Release Model. Teachers will complete observation forms during these model lessons and debrief with the coach afterwards

Facilitator

School based coaches

Participants

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Coaching logs, teacher observation forms

G1.B5.S3 Teachers will plan and deliver lessons using the Instructional Framework and Gradual Release Model

PD Opportunity 1

Teachers will plan with coaches during PLCs

Facilitator

School and District Based Coaches

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas, coaches logs, lesson plans

G2. Increase the percentage of proficiency (3.5 or above) on the 2014 Writing FCAT 2.0 by 16% or more at the 4th grade level.

G2.B1 Students writing below grade level

G2.B1.S1 Small group instruction

PD Opportunity 1

Teachers will analyze students' writing samples to identify the needs to be addressed in a small group setting.

Facilitator

School Based Coach

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Small group lesson plans; Student samples categorized by needs

G2.B1.S2 Expose students to more modeled teacher writing and mentor text

PD Opportunity 1

Read aloud mentor text for specific writing strategies.

Facilitator

School-based Coach

Participants

Teachers

Target Dates or Schedule

September 2013-June2014

Evidence of Completion

Lesson Plans

PD Opportunity 2

Teachers will model writing stories at least twice a week.

Facilitator

School-based Coach

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Anchor charts with completed stories; writing in teacher's journal

G2.B1.S3 Daily writing instruction in K-3rd

PD Opportunity 1

Teach 30 minutes of writing daily following the Writing Instructional Framework.

Facilitator

School-based coach

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans; student writing; teacher writing; anchor charts

G2.B4 Language use and conventions

G2.B4.S1 Daily language use and convention practice across all grade levels and subjects.

PD Opportunity 1

Teachers will plan daily language use and conventions practice for students.

Facilitator

School Based Coaches

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans and student work that displays editing

G2.B4.S2 Modeling appropriate language use and conventions in writing.

PD Opportunity 1

Teachers will model using appropriate language use and conventions on daily anchor charts and writing in all subject areas.

Facilitator

School based Coach

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Anchor charts; Teacher writing journal

G2.B4.S3 Take students through the writing process.

PD Opportunity 1

Explicitly teach the steps of the writing process

Facilitator

School based Coach

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Student writing samples of each step of the process; modeled teacher writing of each step

G2.B5 Limited modeling of teacher writing

G2.B5.S1 Model writing for students daily in all content areas

PD Opportunity 1

Modeled teacher writing for student

Facilitator

School-based Coach

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Anchor Charts; Teacher Writing Journals

PD Opportunity 2

Coaches modeling for teachers

Facilitator

District Specialist

Participants

Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Coach Logs; Anchor Charts

G3. Increase the percentage of learning gains in Reading in the bottom quartile by 5% or more in each grade level.

G3.B1 Students reading below grade level

G3.B1.S1 Small group instruction within the classroom tailored to targeted areas of deficit for bottom quartile students

PD Opportunity 1

Utilize the data from 2013 FCAT 2.0, CGAs, DAR and IOWA to target instructional needs for students

Facilitator

School Based Coaches

Participants

Classroom teachers, Reading Interventionist

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data notebooks, lesson plans, small group plans, individual student conferences, schedules students meeting with Interventionist

G3.B1.S2 Utilization of a School Based Interventionist for Reading to work with bottom quartile students

PD Opportunity 1

Identify the areas for improvement in our bottom quartile students and plan for targeted instruction in those areas

Facilitator

School based coaches

Participants

Leadership team members

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Data analysis, school data notebook, interventionist's lesson plans, schedules and logs

G3.B1.S3 Offering before and/or after school tutoring for bottom quartile students that focuses on their areas of deficit

PD Opportunity 1

Identify bottom quartile students in need of before or after school tutoring and their areas of deficiency to plan effective instruction

Facilitator

School based coaches

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Bottom quartile students grouped by areas of deficiency, instruction planned from

G3.B2 Students' lack of foundational skills

G3.B2.S1 Utilize the results from the DAR to pinpoint specific deficits in bottom quartile students' learning and ramp up these areas

PD Opportunity 1

Provide professional development for teachers on the administration of the DAR assessment and how to use the information gathered from that assessment to target instruction for students

Facilitator

School based coaches

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas, coaches logs, small group lesson plans

G3.B2.S2 Increase the instructional rigor in grades K-2 to build a solid foundation for students to help eliminate future deficits in learning

PD Opportunity 1

PLC's focusing on Instructional Framework and the Gradual Release model to build teacher knowledge on implementation.

Facilitator

Coaches

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas, Coaches logs

G3.B2.S3 Utilize centers and skills groups to increase bottom quartile students' knowledge in their identified areas of deficit.

PD Opportunity 1

Teacher will receive professional development on using centers and skills groups to enhance instruction

Facilitator

Coaches

Participants

K-2 teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

PLC agendas, lesson plans

PD Opportunity 2

Teachers will plan center activities and skills groups based on data gathered from CGAs, DAR, IOWA and classroom assessments.

Facilitator

Coaches

Participants

K-2 teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Data notebook, lesson plans, data chat forms

G4. Increase the percentage of learning gains by Bottom Quartile students in Math by 25% or more in each grade level.

G4.B3 Student Engagement

G4.B3.S1 Provide opportunities for interactive activities to support the math curriculum.

PD Opportunity 1

Math centers including technology (i-Ready, Reflex Math, Gizmos), Technology pieces for introducing a new math concept, including Gizmos or math strategy lessons found on-line

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Planned interactive activities evidenced through lesson plans and small group plans as well as formal and informal observations

G4.B3.S2 Allow opportunities for student use of manipulatives to encourage a deeper understanding of the math curriculum.

PD Opportunity 1

Plan activities where manipulatives are necessary to the understanding of the math objective. Show students proper use of the manipulatives and tell them the need for manipulatives to meet the stated objective.

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Planned activities evidenced in the teacher lesson plans

G4.B3.S3 Provide opportunities for student collaboration to encourage the development of additional math strategies.

PD Opportunity 1

Plan collaborative student activities for the They Do portion of the Gradual Release model to promote accountable talk and the development of strategies.

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Collaborative activities as evidenced in lesson plans

G5. Increase the percentage of learning gains in Reading by 9% or more in each grade level.

G5.B1 Students reading below grade level

G5.B1.S1 Differentiated instruction based on data

PD Opportunity 1

Instruction will be differentiated based on data from CGA's, IOWA, DAR, etc. Differentiation will take place when students work in small groups and with the teacher. Centers/Learning Stations will be differentiated based on student progress on the benchmark being taught.

Facilitator

Reading Coach

Participants

Reading teachers

Target Dates or Schedule

Daily: August 2013-June 2014

Evidence of Completion

Evidence will be monitored by completion of tasks assigned in small groups. Exit tickets will be used to check for understanding. Interactive journals and work folders will show evidence of learning. Lesson plans.

G5.B1.S2 Modeling with interactive journals for support during independent work

PD Opportunity 1

Teachers will model strategies to be used for the skill being taught during the "I do" portion of Gradual Release. Students will work with the teacher for "We do" and in small groups or partnerships to complete the "They do".

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

A minimum of 2 times a week August 2013-June 2014.

Evidence of Completion

Interactive journals; student work; feedback given by teaches.

G5.B1.S3 Small group instruction based on data

PD Opportunity 1

Small groups will be formed based on data and implemented daily to work with students needing a deeper understanding of the benchmark/objective.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Daily August 2013-June 2014

Evidence of Completion

Small group lesson plans

G5.B3 Students working independently**G5.B3.S1** Implementation of the gradual release model**PD Opportunity 1**

Teachers will work daily to use the Gradual Release model with fidelity focusing on the steps to independence.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Daily August 2013-June 2014

Evidence of Completion

Observation of students as they work through the process; assessments that show independent thinking;

G5.B3.S3 Students use of Interactive Journals as a reference tool**PD Opportunity 1**

Students will be taught how to use Interactive Journals in all core areas. Students will listen to the teacher and take notes during the "I do" portion of GR. During the "We do" portion, students will work in their journals with the teacher's guidance. They will move to the "they do" portion and work in their journals with a partner or small group to complete tasks and further their understanding and use of a strategy. Students will be taught to use their journals as a reference when they are asked to perform independently.

Facilitator

Coaches; Principal

Participants

Teachers

Target Dates or Schedule

A minimum of 2 days a week August 2013-June 2014

Evidence of Completion

Student Interactive journals

G5.B4 Critical thinking**G5.B4.S1 Higher order questioning****PD Opportunity 1**

Teachers will use higher level questions to engage students in conversation and critical thinking. Teachers will teach students to converse with one another, asking questions to clarify thinking, and prompting for further understanding.

Facilitator

Coaches

Participants

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Anecdotal notes during student conversation; work folders and interactive journals that show collaborative work among students.

G7. Increase the percentage of proficiency (3 or above) on the 2014 Science FCAT 2.0 by 15% or more. Increase the percent of students scoring at level 4 and above by at least 8%.

G7.B1 Holes in students' understanding of previous concepts

G7.B1.S1 Use P-Sell in 5th grade Science classrooms to increase students' knowledge of previous concepts

PD Opportunity 1

Implement the use of P-Sell in Science classrooms

Facilitator

School and district based coaches

Participants

Teachers

Target Dates or Schedule

1 hour per day

Evidence of Completion

Student workbooks, teacher lesson plans

G7.B1.S2 Increase the use of non-fiction text during reading

PD Opportunity 1

Use non-fiction books that address science strands during the literacy block

Facilitator

School based Reading Coach

Participants

ELA Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, Reading journals, Reading logs

G7.B1.S5 Increase the use of Science labs in Science instruction

PD Opportunity 1

Implement the use of Science labs into Science instruction at least one hour per week

Facilitator

District based Science Coach

Participants

K-5 Science teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, Interactive Journals, student workbooks

G7.B2 Below grade level in Reading

G7.B2.S1 Increase the use of higher order questioning in classroom instruction

PD Opportunity 1

Higher order questions in Interactive Journals

Facilitator

School based coaches

Participants

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Interactive Journals, lesson plans

PD Opportunity 2

Teachers will plan and write out higher order questions to be used during instruction in their lesson plans

Facilitator

School and district based coaches

Participants

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans

G7.B2.S2 Utilize leveled science readers to enhance science instruction

PD Opportunity 1

Teachers will plan to use Science leveled readers with students to address various learning needs of students

Facilitator

School based coaches

Participants

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, small group plans formal and informal observations

PD Opportunity 2

Teachers will utilize the Comprehension Tool Kit, Science leveled readers and task cards to promote instruction at the highest level of of Webb's Depth of Knowledge and teach higher order thinking skills

Facilitator

School based coaches

Participants

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans that demonstrate the use of the Comprehension Tool Kit, leveled readers and task cards

G7.B2.S3 Increase the use of imbedded higher order questions in Science labs

PD Opportunity 1

Teachers will write out higher order questions to be asked during Science labs in their lesson plans.

Facilitator

Coaches

Participants

Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans

PD Opportunity 2

Teachers will have students respond to higher order questions from Science labs in their Interactive Journals

Facilitator

Coaches

Participants

Classroom teachers

Target Dates or Schedule

September 2013-Juen 2014

Evidence of Completion

Lesson plans, student Interactive Journals

G7.B4 Instruction that lacks rigor

G7.B4.S1 Increase the use of science laboratory through inquiry-based activities across grade levels that apply, analyze and explain science concepts while making real world connections.

PD Opportunity 1

Teachers will be trained on how to use Science labs effectively through professional development training by academic and district coaches.

Facilitator

School based and District Coaches

Participants

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Coaches logs, agendas from trainings

PD Opportunity 2

Teachers will use Science Labs to build and deepen the comprehension of science standards being taught

Facilitator

School and district based coaches

Participants

Classroom teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Interactive Science Journals, Lesson plans

G7.B4.S2 Teachers will collaborate and plan with the academic coach and other content area teachers

PD Opportunity 1

Academic Coach and teachers will plan together during weekly common planning to ensure that Science standards are understood and being taught thoroughly

Facilitator

Coaches

Participants

Classroom science teachers

Target Dates or Schedule

Common Planning time September 2013-June 2014

Evidence of Completion

Lesson plans, Coaches Logs

PD Opportunity 2

Coach and teachers will plan collaboratively to ensure rigor in lessons

Facilitator

School based and district coach

Participants

Classroom teachers

Target Dates or Schedule

Common Planning times September 2013-June 2014

Evidence of Completion

Lesson Plans, Coaches Logs

G7.B4.S4 Implementation of inquiry-based learning (K-5)

PD Opportunity 1

Teachers will receive professional development on inquiry-based learning, why it is successful, and how to implement it into their instruction

Facilitator

Coaches

Participants

Classroom teachers

Target Dates or Schedule

PLC time - September 2013-June 2014

Evidence of Completion

PLC meeting agendas, lesson plans

PD Opportunity 2

Teachers will incorporate inquiry-based learning into their daily lessons during instruction. Teachers will encourage student reflection.

Facilitator

School and district based coaches

Participants

Classroom science teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson plans, student artifacts, Interactive Journals, Classroom assessments

Appendix 2: Budget to Support School Improvement Goals