



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ramona Boulevard Elementary School

5540 RAMONA BLVD

Jacksonville, FL 32205

904-693-7576

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 92%
Alternative/ESE Center No	Charter School No	Minority Rate 79%

School Grades History

2012-13 D	2011-12 F	2010-11 D	2009-10 C	2008-09 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 2	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Ramona Boulevard Elementary School

Principal

Lashawn S. Russ

School Advisory Council chair

Mrs. Yvonne Harrison

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

Name	Title
Lashawn S. Russ	Principal
Kelly Kenney	Assistant Principal
Amber O'Neal	Mathematics Coach
Cameron Foley	Reading Coach
Heather Kennedy	Guidance Counselor

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P. Vitti

Date of school board approval of SIP

01/07/2014

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

- Ms. Harrison, Chairperson
- Mr. Parris, Co-Chairperson
- Mrs. Baker, Secretary & Educational Support
- Mr. Quintana, Parent
- Mrs. Russ, Principal
- Mr. Jewell, Parent
- Ms. Gardiner, Parent
- Mr. McQueen, Community/Business
- Mr. McWilliams, Community/Business

Involvement of the SAC in the development of the SIP

The School Advisory Council is a resource to the school and the principal. The term "advisory" is intended to mean 1) inquiring, 2) informing, 3) suggesting, 4) recommending and 5) evaluating. The SAC reviewed the school report card and provided input about areas of focus for the school improvement plan. The SAC committee determined that reading and writing should be our focus both during core instruction and during the extended hour we have each day.

Activities of the SAC for the upcoming school year

The SAC will:

- *assist in the preparation and evaluation of the school improvement plan
- *assist in the preparation of educational improvement proposals for implementing an educational improvement grant
- *participate in planning and monitoring of school building and grounds
- *initiate activities that generate greater cooperation between the community and the school
- *assist in the development of educational goals and objectives
- *recommend various support services in the school
- *assist in the preparation of the accreditation report
- review the impact of property development and zoning changes in the vicinity of the school as they relate to the safety, welfare and educational opportunities of the students
- *perform any such functions as prescribed by the regulation of the Duval County School Board
- *assist in the preparation and evaluation of the School Improvement Plan required by Florida Statutes
- *review the budget to be sure it is aligned with the School Improvement Plan

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

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:

Amber O'Neal		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Bachelor of Arts in Criminal Justice Masters of Science in Criminal Justice Masters of Science in Educational Leadership Science/Elementary Education K-6	
Performance Record	2012-2013 Ramona Boulevard Elementary School D Reading Achievement Level: 32% Math Achievement Level: 47% Writing Achievement Level: 23% Science Achievement Level: 36% Learning Gains Reading: 50% Learning Gains Math: 77% Lowest % Reading: 62% Lowest % Math: 92%	

Cameron Foley		
Full-time / School-based	Years as Coach: 0	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	Bachelor of Psychology ESOL Endorsement K-6 Elementary Education	
Performance Record	2012-2013 Ramona Boulevard Elementary School D Reading Achievement Level: 32% Math Achievement Level: 47% Writing Achievement Level: 23% Science Achievement Level: 36% Learning Gains Reading: 50% Learning Gains Math: 77% Lowest % Reading: 62% Lowest % Math: 92%	

Classroom Teachers

# of classroom teachers	19
# receiving effective rating or higher	18, 95%
# Highly Qualified Teachers	100%
# certified in-field	19, 100%

ESOL endorsed

7, 37%

reading endorsed

1, 5%

with advanced degrees

3, 16%

National Board Certified

1, 5%

first-year teachers

1, 5%

with 1-5 years of experience

7, 37%

with 6-14 years of experience

7, 37%

with 15 or more years of experience

4, 21%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

7

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

DCPS Human Resource Department will provide the school with a list of all highly qualified applicants that have applied for available positions. Administration will interview applicants and offer positions to those most qualified. Once teachers are on staff, a mentor, along with a team leader will be provided to those teachers to assist in transitioning into the Duval County School System. New hires will also meet with an administrator on a monthly basis to discuss any issues that the teacher may need to address or needs assistance.

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

Mr. Edwin Smith is a first year physical education teacher at Ramona Elementary. He is paired with Mr. Kendall Parris, our fifth grade math teacher.

Mrs. Donalee Nobles is a first year music teacher in a public school system. She will be working with Mrs. Wendy Gilbert, who has served as a Directing Teacher for pre-interns, interns and has served as a mentor for new teachers at Ramona Elementary in the past.

Ms. Karen Godfrey is a first year art teacher at Ramona Elementary. She has been paired with Ms. Cameron Foley, our Reading Coach. Mrs. Foley has classroom experience at both the primary and intermediate levels.

Ms. Lara Mathis is a first year second grade teacher at Ramona Elementary. She has been paired with Mrs. Patty Ratcliffe, also a second grade teacher and our school's professional development coordinator.

Mrs. Heather Kennedy is completing her first year as a Guidance Counselor at Ramona Elementary. She has been paired with Mrs. Alda Smith, VE Resource Teacher because Mrs. Smith is familiar with the MTTTS at Ramona and Duval County Schools.

Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Educator training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading and math coaches, guidance counselor and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.

During the first forty-five days of school, school administration will conduct a formal evaluation. Data from the evaluation will be utilized to create Individualized Professional Development Plans for the new teachers.

Administrators will be reviewing data following each progress monitoring period; however, through observation (formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading or math coach; assignment to a mentor teacher; or assigned to ongoing professional development provided by the district.

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

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

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

The MTSS Leadership Team meets on a monthly basis to analyze data and discuss the success of intervention programs that have been implemented with students at risk. If intervention is not proving successful with a student, the team coordinates to implement another intervention strategy or perhaps change the level of support a student is receiving within the classroom by adding an additional tier.

The school guidance counselor and intervention specialist maintain documentation and share any information that is pertinent to a child's success. The school psychologist assures that intervention strategies have been implemented with fidelity. She is also considered the case manager for each individual student. The reading coach supports the team by gathering and analyzing literacy data. She will also assist in providing the classroom teacher with additional literacy intervention strategies. The math coach supports the team in gathering and analyzing the math data. She will also assist in providing the classroom teacher with additional math intervention strategies. The ESE teacher's role is to assist with the implementation of Tier II and Tier III interventions that the team determines may be beneficial to the student's success. The administrator's role is to make sure that intervention strategies are implemented with fidelity as well as provide time and space for meetings.

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

The school based MTSS leadership team provides input for the development of the School Improvement Plan. The team will meet following curriculum guide assessments throughout the school year to review the goals of the School Improvement Plan and evaluate the school's progress toward meeting those goals.

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

The leadership team meets weekly to evaluate student data and monitor the progress of students who are specifically receiving Tier II and Tier III assistance in reading and math. As adjustments are made to the interventions, the school improvement plan is used as a resource to ensure that individual student interventions fall within the scope of the schoolwide plan for improvement. This system of checks and balances helps to maintain consistency across grade levels and content areas while affording flexibility to meet the individual needs of our students.

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

All instructional staff will utilize Insight and Inform for Duval County Public Schools managed data, each teacher will maintain a data notebook with specific concerns and intervention data that are appropriate for each student.

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

MTSS training will initially introduced to staff during a pre-planning mandatory workshop. A more indepth training will be conducted during the initial common planning time for classroom teachers to ensure that all teachers understand the importance of evaluating students and developing a plan for intervention immediately. Follow up support will be provided during grade level common planning, early release training, and on an as needed basis with individual teachers by the MTSS Leadership Team. During parent conferences, teachers will share with parents literature provided by the district explaining the MTSS as well as interventions that are happening daily within the classroom. Our school guidance counselor will provide parent workshops on the MTSS process to make sure that all stakeholders are familiar with the process.

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: Extended Day for All Students

Minutes added to school year: 10,800

Kindergarten Students are utilizing whole group instruction with Sitton Spelling while we await the arrive of Fountas and Pinnell Intervention Kits from DCPS Reading Department.
 Grade 1 Comprehension Toolkit and Words Their Way activities differentiated according to student need.
 Grade 2 Direct Instruction with SRA for students who made greater than 12 errors on the SRA Baseline. If students are not in SRA, the are working in Words Their Way activities, differentiated according to student need.
 Small Group Instruction in Grades 3, 4, and 5
 Group 1: Level 1 and Level 2 Reading students are participating in Successmaker, small group instruction and Words Their Way activities differentiated according to student need.
 Group 2: Comprehension Toolkit and Words Their Way activities differentiated according to student need.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The following baseline assessments were given before the extended day began:
 Grade 1, Grade 3 and Grade 5: Words Their Way Spelling Inventory
 Grade 2: SRA Baseline Assessment
 Ongoing Progress Monitoring:
 Every three weeks, students in grades 1-5 will take a spelling inventory assessment. Results will be analyzed and instruction will be differentiated according to student need.

Who is responsible for monitoring implementation of this strategy?

Ms. Cameron Foley, Reading Coach
 Ms. Kelly Kenney, Assistant Principal
 Ms. Lashawn Russ, Principal

Literacy Leadership Team (LLT)

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

Name	Title
Lashawn Russ	Principal
Katherine Morgan	4th Grade Reading/Writing Teacher
Sheryl Ulmer	5th Grade Reading/Writing Teacher
Wendy Gilbert	First Grade Teacher
Cameron Foley	Reading/Writing Coach
Kim Fountaine	Kindergarten Teacher
Patty ratcliffe	Second Grade Teacher
Melissa Hewiett	Third Grade Teacher

How the school-based LLT functions

The Reading Coach will coordinate the monthly LLT meetings. The goal of the Literacy Leadership Team will be to increase student proficiency in reading through monthly professional development trainings focused on increasing teacher pedagogy in the five components of reading, strategies to maximize instructional time, strategies to provide consistent ELA instructional delivery, ways to increase parent involvement, and increase student attendance. These reading leaders will participate in data analysis, discussion and problem solving during the meetings and will support their grade level team members in implementation of new learning. The team will function as a Professional Learning Community.

Major initiatives of the LLT

reading and writing across the curriculum/in content areas.

The Literacy Leadership Team will meet to review the most current data and problem solve ways to meet the needs of the students at the individual, class and school levels. The team will also brainstorm ways to provide enrichment to those students who are reading at or above grade level. Professional development needs will also be discussed, planned and implemented through the input of the team. Community involvement activities will be planned to bridge the gap between home and school literacy.

Every Teacher Contributes to Reading Instruction

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

All teachers embed reading strategies into content area instruction daily. Through Professional Learning Community discussions and common planning, teachers communicate specific strategies that students can practice during content area learning. All classroom teachers utilize the results of the IOWA and DAR assessments to design instruction that meets the needs of individual learners. Through the use of interactive journals at all grade levels and subjects, teachers are able to support reading and writing through specific strategy commentary and content area learning.

All classroom teachers participate in the book of the month celebration. In addition, classroom teachers implement activities that are tailored to grade level Common Core/NGSSS that compliments the book of the month and provides opportunity to practice specific reading strategies that students need continued practice with in order to become proficient readers.

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

Kindergarten students and their families will meet with school administration during the enrollment process to acclimate them to the vision and mission of our school. During this initial meeting, student placement is discussed to ensure the best teacher placement for the student.

During the spring before enrollment, local preschool children visited Ramona and took a tour of the school with their preschool teachers.

During the week of pre-planning, kindergarten students and their families were invited to come to school to meet their teacher and visit their classroom before the first day of school.

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	41%	35%	No	47%
American Indian				
Asian				
Black/African American	35%	30%	No	42%
Hispanic	44%	55%	Yes	50%
White	57%	42%	No	61%
English language learners				
Students with disabilities	23%	15%	No	30%
Economically disadvantaged	40%	29%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	32%	47%
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			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	39	45%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	18	51%	56%

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	10	22%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	47%	Yes	47%
American Indian				
Asian				
Black/African American	35%	41%	Yes	42%
Hispanic	65%	60%	No	69%
White	53%	52%	No	57%
English language learners				
Students with disabilities	28%	35%	Yes	36%
Economically disadvantaged	40%	46%	Yes	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	25%	35%
Students scoring at or above Achievement Level 4	28	20%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	57	77%	87%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	92%	96%

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	12	26%	30%
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			
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)	55		100
Participation in STEM-related experiences provided for students	55	98%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	45	14%	9%
Students retained, pursuant to s. 1008.25, F.S.	21	6%	5%
Students who are not proficient in reading by third grade	22	65%	25%
Students who receive two or more behavior referrals	44	14%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	42	13%	6%

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

Ramona Boulevard Elementary's Parent Involvement Plan may be viewed at the following link:
<http://dcps.duvalschools.org/Page/6267>

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents who attend after school meetings designed to increase student achievement	50	14%	30%

Area 10: Additional Targets

Additional targets for the school

Safety Goal: To establish an effective and fluid communication during a school emergency as outlined in our school safety Plan

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Conduct 5 Code Red Drills during the academic school Year	1	20%	100%

Goals Summary

- G1.** Increase the percentage of all students in grades 3-5 to 47% who score at or above Level 3 on FCAT 2.0 Reading.
- G2.** Increase the percentage of students in grade 4 who score at or above level 3.5 from 22% to 65% on the 2014 FCAT Writes.
- G3.** To increase Hispanic and White subgroups Annual Measurable Objectives target to 57% and 69% respectively.
- G4.** Increase the percentage of proficient students (level 3 or higher) in Grade 5 Science from 36 to 45%.
- G5.** Increase the percentage of students in each subgroup who score Level 3 or higher on FCAT Reading in 2014.
- G6.** Increase the percentage of students in each subgroup who score Level 3 or higher on FCAT Reading in 2014.
- G7.** Increase percentage of students scoring Level 4 or higher on FCAT Reading from 15% to 20%.
- G8.** Increase the percentage of students who make learning gains from 45% to 65% on FCAT Reading.
- G9.** increase the percentage of students in the lowest 25 who make learning gains from 51% to 56% on FCAT Reading.
- G10.** Increase the percentage of students scoring Level 3 on FCAT 2.0 Math from 25% to 35%.
- G11.** Increase the percentage of students scoring Level 4 or above on FCAT 2.0 Math from 20% to 30%
- G12.** Increase the percentage of Learning Gains from 77% to 87% on the FCAT 2.0 Math. Increase the percentage of students in the Lowest 25% making learning gains from 92% to 96% on FCAT 2.0 Math.

Goals Detail

G1. Increase the percentage of all students in grades 3-5 to 47% who score at or above Level 3 on FCAT 2.0 Reading.

Targets Supported

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

Resources Available to Support the Goal

- full-time reading coach
- SuccessMaker
- DAR
- FLDOE team
- district specialists and directors
- Teachers Academy
- Coaches Academy
- Curriculum Guides
- Team up
- Parent Involvement resources
- FCAT Explorer
- research-based instructional materials: Houghton-Mifflin reading series curriculum, Words their Way, Making Words, and the Comprehension Toolkit

Targeted Barriers to Achieving the Goal

- weak teacher pedagogy in the five components of reading
- students are not critical readers
- inconsistent delivery of instructional elements
- lack of maximizing of instructional time
- lack of parental involvement
- teacher and student attendance

Plan to Monitor Progress Toward the Goal

support teachers in using data chat sheets with students to monitor progress, determine next steps and set goals with students

Person or Persons Responsible

administrators

Target Dates or Schedule:

quarterly – fall, winter, spring

Evidence of Completion:

student data sheets

G2. Increase the percentage of students in grade 4 who score at or above level 3.5 from 22% to 65% on the 2014 FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- full-time reading coach
- FLDOE team
- district specialists and directors
- Teachers Academy
- Coaches Academy
- Team up
- Lucy Calkins Reading and Writing Project Curriculum materials
- Curriculum Guides
- Parent Involvement resources

Targeted Barriers to Achieving the Goal

- lack of teacher pedagogy
- variances in teacher expectations
- teacher and student attendance

Plan to Monitor Progress Toward the Goal

Look at data check points, (compass(building site) checks

Person or Persons Responsible

administrators

Target Dates or Schedule:

quarterly – fall, winter, spring

Evidence of Completion:

student data

G3. To increase Hispanic and White subgroups Annual Measurable Objectives target to 57% and 69% respectively.

Targets Supported

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

Resources Available to Support the Goal

- I-ready, Successmaker, Reflex Math , Coaches Support, Professional Development

Targeted Barriers to Achieving the Goal

- Teachers not understanding the complexity of tested benchmarks.
- Teacher not understanding differentiation during instruction. Teachers not understanding the importance data usage to drive instruction. Students not receiving Tier II and Tier III instruction.
- Teachers lack of higher order questioning/thinking during instruction

Plan to Monitor Progress Toward the Goal

Plan and Facilitate professional development which targets lesson planning, higher order questioning

Person or Persons Responsible

Mrs. Russ, Ms. Kenney, Mr.Kenney, and Ms. O'Neal

Target Dates or Schedule:

Common Planning, Early Release Days, Walkthroughs, Formal/Informal Observations

Evidence of Completion:

Walkthroughs to view implementation of strategies and common planning sign in sheets

G4. Increase the percentage of proficient students (level 3 or higher) in Grade 5 Science from 36 to 45%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Interactive Science, CPALMS, Academic Coach, District Specialist

Targeted Barriers to Achieving the Goal

- Lack of pedagogy in Science instruction

Plan to Monitor Progress Toward the Goal

Increase the pedagogy in science instruction

Person or Persons Responsible

Administration and academic coaches

Target Dates or Schedule:

Monthly, weekly

Evidence of Completion:

Lesson plans, observation of science instruction, student data, and student work

G5. Increase the percentage of students in each subgroup who score Level 3 or higher on FCAT Reading in 2014.

Targets Supported

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

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Increase the percentage of students in each subgroup who score Level 3 or higher on FCAT Reading in 2014.

Targets Supported

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

Resources Available to Support the Goal

- full-time reading coach
- SuccessMaker
- DAR
- FLDOE Team
- district specialists and directors
- teacher academy
- coach academy
- curriculum guides
- Team Up
- Parent Involvement resources
- FCAT Explorer
- research-based instructional materials including Houghton-Mifflin reading series, Words Their Way, Making Words, and The Comprehension Toolkit

Targeted Barriers to Achieving the Goal

- weak teacher pedagogy in the five components of reading
- students are not critical readers
- inconsistent delivery of instructional elements
- lack of maximizing instructional time
- lack of parental involvement
- teacher and student attendance

Plan to Monitor Progress Toward the Goal

review teacher and student attendance data, review student data

Person or Persons Responsible

administrators

Target Dates or Schedule:

quarterly – fall, winter, spring

Evidence of Completion:

student data

G7. Increase percentage of students scoring Level 4 or higher on FCAT Reading from 15% to 20%.

Targets Supported

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

Resources Available to Support the Goal

- full-time reading coach
- SuccessMaker
- DAR
- FLDOE Team
- district specialists and directors
- teacher academy
- coach academy
- curriculum guides
- team up
- parent involvement resources
- FCAT Explorer
- research-based instructional materials including Houghton-Mifflin reading series, Words Their Way, Making Words, and the Comprehension Toolkit

Targeted Barriers to Achieving the Goal

- weak teacher pedagogy in the 5 components of reading
- students are not critical readers
- inconsistent delivery of instructional elements
- lack of maximizing instructional time
- lack of parental involvement
- student and teacher attendance

Plan to Monitor Progress Toward the Goal

review student attendance data, review student attendance data

Person or Persons Responsible

administrators

Target Dates or Schedule:

quarterly

Evidence of Completion:

student data

G8. Increase the percentage of students who make learning gains from 45% to 65% on FCAT Reading.

Targets Supported

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

Resources Available to Support the Goal

- full-time reading coach
- SuccessMaker
- DAR
- FLDOE team
- district specialists and directors
- teacher academy
- coach academy
- curriculum guides
- Team Up
- parent involvement resources
- FCAT Explorer
- research-based instructional materials including Houghton-Mifflin reading series, Words Their Way, Making Words, and The Comprehension Toolkit

Targeted Barriers to Achieving the Goal

- weak teacher pedagogy in the 5 components of reading
- students are not critical readers
- inconsistent delivery of instructional elements
- lack of maximizing instructional time
- lack of parental involvement
- student and teacher attendance

Plan to Monitor Progress Toward the Goal

review teacher and student attendance data, review student data;

Person or Persons Responsible

administrators

Target Dates or Schedule:

quarterly

Evidence of Completion:

student data sheets

G9. increase the percentage of students in the lowest 25 who make learning gains from 51% to 56% on FCAT Reading.

Targets Supported

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

Resources Available to Support the Goal

- full-time reading coach
- Successmaker
- DAR
- FLDOE Team
- district specialists and directors
- teacher academy
- coach academy
- Team Up
- parent involvement resources
- FCAT Explorer
- research-based instructional materials including Houghton-Mifflin reading series, Words Their Way, Making Words, and The Comprehension Toolkit

Targeted Barriers to Achieving the Goal

- weak teacher pedagogy in the 5 components of reading
- students are not critical readers
- inconsistent delivery of instructional elements
- lack of maximizing instructional time
- lack of parental involvement
- student and teacher attendance

Plan to Monitor Progress Toward the Goal

review teacher and student attendance data, review student data;

Person or Persons Responsible

administrators

Target Dates or Schedule:

quarterly – fall, winter, spring

Evidence of Completion:

student data

G10. Increase the percentage of students scoring Level 3 on FCAT 2.0 Math from 25% to 35%.

Targets Supported

Resources Available to Support the Goal

- Professional Development, Coaches Support, Successmaker, I-Ready, Reflex Math

Targeted Barriers to Achieving the Goal

- Teachers not understanding the complexity based on tested benchmarks.

Plan to Monitor Progress Toward the Goal

Increased rigor using appropriate complexity of tested benchmarks

Person or Persons Responsible

Administration

Target Dates or Schedule:

Weekly, Monthly

Evidence of Completion:

Administration Logs

G11. Increase the percentage of students scoring Level 4 or above on FCAT 2.0 Math from 20% to 30%

Targets Supported

Resources Available to Support the Goal

- Academic Coach Support, Professional Development, I-ready, SuccessMaker, Reflex Math

Targeted Barriers to Achieving the Goal

- Teachers not understanding the complexity of tested benchmarks
- Teachers lack of differentiation (Tier II and Tier III) during instruction. Lack of data usage to drive instruction

Plan to Monitor Progress Toward the Goal

Monitor the progression of teacher barriers

Person or Persons Responsible

Administration, Academic Coaches

Target Dates or Schedule:

Weekly, Monthly

Evidence of Completion:

Coaches Log, Administration Logs

G12. Increase the percentage of Learning Gains from 77% to 87% on the FCAT 2.0 Math. Increase the percentage of students in the Lowest 25% making learning gains from 92% to 96% on FCAT 2.0 Math.

Targets Supported

Resources Available to Support the Goal

- Professional development with grade levels during common planning or faculty meetings, I-ready, Success maker, Coaches Support
- Hire a part time tutor to support low performing and bubble students

Targeted Barriers to Achieving the Goal

- Lack of differentiation during instruction to target student needs. Lack of data usage to drive instruction. Students not receiving Tier II and Tier III instruction.

Plan to Monitor Progress Toward the Goal

Increase the use of student data to increase the differentiation among students who need Tier II and Tier III intervention

Person or Persons Responsible

Administration and Academic Coaches

Target Dates or Schedule:

Weekly, Monthly

Evidence of Completion:

Monitor of lesson plans (Administration) and student data/work

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percentage of all students in grades 3-5 to 47% who score at or above Level 3 on FCAT 2.0 Reading.

G1.B1 weak teacher pedagogy in the five components of reading

G1.B1.S1 facilitate professional development one hour per week per grade level team which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction.

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G1.B1.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G1.B1.S2 focus on rigorous instruction with high level and text-dependent questions

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

Plan to Monitor Effectiveness of G1.B1.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G1.B1.S3 research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, CAST walk-through feedback forms, item/causality analysis

Plan to Monitor Effectiveness of G1.B1.S3

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G1.B1.S4 individualized coaching support tiered according to teacher need (daily or weekly according to tier)

Action Step 1

facilitate professional development with individual teachers (one or more times each week) according to identified tiers which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G1.B1.S4

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

Plan to Monitor Effectiveness of G1.B1.S4

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G1.B3 students are not critical readers

G1.B3.S1 facilitate professional development one hour per week per grade level team and with individual teachers based on identified tiers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G1.B3.S1

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G1.B3.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G1.B3.S2 focus on rigorous instruction with high level and text-dependent questions and research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

action step: facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G1.B3.S2

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

coach, administrator

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G1.B3.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

coach, administrator

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G1.B5 inconsistent delivery of instructional elements

G1.B5.S1 facilitate professional development one hour per week per grade level team and classroom support in establishing non-negotiables for English/Language Arts instruction and consistent student expectations

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach

Target Dates or Schedule

weekly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

Plan to Monitor Effectiveness of G1.B5.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrator

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G1.B5.S2 focus on rigorous instruction with high level questions leading to high engagement

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

Plan to Monitor Effectiveness of G1.B5.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G1.B5.S3 research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly,

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G1.B5.S3

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G1.B6 lack of maximizing of instructional time

G1.B6.S1 establish schedule for ELA instruction and support teachers in implementing and uninterrupted 90-minute reading block)

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G1.B6.S1

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

administrators,

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

Plan to Monitor Effectiveness of G1.B6.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G1.B6.S2 supporting teachers in minimizing time for transitions and having students engaged in learning activities or instruction for 55 min each hour

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G1.B6.S2

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

Plan to Monitor Effectiveness of G1.B6.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G1.B6.S3

Action Step 1

facilitate professional development 2 hours per week per team which includes reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G1.B6.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B6.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B7 lack of parental involvement

G1.B7.S1 establish a Parent resource room

Action Step 1

Establish a resource room with materials that parents can use to support learning at home .

Person or Persons Responsible

administrators, PTA president, parent liaison

Target Dates or Schedule

first 9 weeks 2013

Evidence of Completion

materials are available for parents to check out, sign-in log and materials check-out log

Plan to Monitor Fidelity of Implementation of G1.B7.S1

continue to keep materials updated and accessible for parent check-out

Person or Persons Responsible

administrators, volunteer liaison, PTA president

Target Dates or Schedule

monthly

Evidence of Completion

materials check-out log, parent sign-in log

Plan to Monitor Effectiveness of G1.B7.S1

review materials for condition of use and update as needed and continue to add grade appropriate content activities aligned to NGSSS and CCSS

Person or Persons Responsible

administrators, volunteer liaison and PTA president

Target Dates or Schedule

monthly

Evidence of Completion

condition of materials, frequency of materials check-out

G1.B7.S2 hire and train on-site volunteer liaison

Action Step 1

provide support in strategies to increase parent involvement, in conducting parent workshops and in the acquisition of business partners

Person or Persons Responsible

administrators

Target Dates or Schedule

monthly

Evidence of Completion

logs of parent involvement/volunteerism in class and use of parent resource room; partnerships with businesses and the community

Plan to Monitor Fidelity of Implementation of G1.B7.S2

provide training and support in parent communication, in parent trainings, and in ways to involve the community in schools

Person or Persons Responsible

administrators

Target Dates or Schedule

monthly

Evidence of Completion

amount of parent involvement, evidence of parent workshops and number of and frequency of community involvement

Plan to Monitor Effectiveness of G1.B7.S2

support volunteer liaison in explaining materials to parents and in strategies to encourage parent use of the resource room

Person or Persons Responsible

administrators

Target Dates or Schedule

monthly

Evidence of Completion

usage logs

G1.B7.S3 increase parent and teacher membership and involvement in PTA

Action Step 1

meet with and support PTA president in conducting membership drives at beginning of the year student-parent orientation and Open House; encourage more teacher participation through talking about PTA at faculty meetings and through email; provide incentives for teacher and parent participation

Person or Persons Responsible

PTA president, PTA board members and administrators

Target Dates or Schedule

preplanning, orientation, parent nights and during monthly faculty meetings and the week prior to the monthly PTA meetings

Evidence of Completion

membership roster, parent sign-in at PTA sponsored events

Plan to Monitor Fidelity of Implementation of G1.B7.S3

monitor parent and teacher membership and participation at PTA-sponsored events; provide incentives for participation

Person or Persons Responsible

PTA president, administrators

Target Dates or Schedule

monthly

Evidence of Completion

attendance at meetings and numbers of members

Plan to Monitor Effectiveness of G1.B7.S3

Conduct pulse-checks/climate surveys to see how parents and students feel about school; monitor participation at events; track attendance at PTA-sponsored events; monitor student data

Person or Persons Responsible

PTA president, administrators

Target Dates or Schedule

quarterly

Evidence of Completion

surveys, attendance logs, student data

G1.B7.S4 professional development with faculty regarding parent communication and involvement

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

increased parent involvement evidenced through parent visitation logs, frequency of parent volunteers at school and student achievement data

Plan to Monitor Fidelity of Implementation of G1.B7.S4

support teachers with conducting conferences and in communication strategies with parents about their progress

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

student data, parent communication logs and parent conferencing logs

Plan to Monitor Effectiveness of G1.B7.S4

frequency of parent communication and involvement will be monitored through visitation logs, conference logs and parent contact logs

Person or Persons Responsible

administrators, academic coach

Target Dates or Schedule

quarterly

Evidence of Completion

visitation logs, conference logs and parent contact logs

G1.B13 teacher and student attendance

G1.B13.S1 Quarterly attendance incentives for teachers and students

Action Step 1

provide professional development on the impact teacher attendance has on student achievement and provide incentives for perfect teacher and student attendance

Person or Persons Responsible

administrators

Target Dates or Schedule

quarterly

Evidence of Completion

professional development record; incentives, student data

Plan to Monitor Fidelity of Implementation of G1.B13.S1

support teachers in encouraging parents to send students to school regularly and for teachers to attend regularly

Person or Persons Responsible

administrators

Target Dates or Schedule

quarterly

Evidence of Completion

student and teacher attendance records, student data

Plan to Monitor Effectiveness of G1.B13.S1

review student data and conduct data chats with teachers and provide professional development for teachers in how to conduct data chats with students effectively

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

monthly, quarterly

Evidence of Completion

student data tracking sheets completed with student goals noted

G1.B13.S2 parent conferences regarding attendance issues

Action Step 1

Facilitate professional development with faculty in effective communication strategies with parents

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

monthly

Evidence of Completion

professional development training logs, increased parent communication in communication logs

Plan to Monitor Fidelity of Implementation of G1.B13.S2

support teachers with conducting conferences and in communication strategies with parents about their progress

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

student data, parent communication logs and parent conferencing logs

Plan to Monitor Effectiveness of G1.B13.S2

frequency of parent communication and involvement will be monitored through visitation logs, conference logs and parent contact logs

Person or Persons Responsible

administrators, academic coach

Target Dates or Schedule

quarterly

Evidence of Completion

visitation logs, conference logs and parent contact logs

Plan to Monitor Fidelity of Implementation of G1.B13.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B13.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase the percentage of students in grade 4 who score at or above level 3.5 from 22% to 65% on the 2014 FCAT Writes.

G2.B1 lack of teacher pedagogy

G2.B1.S1 two hours of job-embedded PD weekly; focus on implementing effective and rigorous writing instruction in literacy block, with high level questions leading high engagement; research-based instructional strategies utilizing Lucy Calkins reading and writing project curriculum materials

Action Step 1

facilitate professional development 2 hours per week per team which includes reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

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

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

Plan to Monitor Effectiveness of G2.B1.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G2.B1.S2 Support third grade teachers in delivering rigorous writing instruction that prepares students for success in writing in fourth grade

Action Step 1

facilitate professional development 2 hours per week per team which includes reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

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

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

Plan to Monitor Effectiveness of G2.B1.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G2.B5 variances in teacher expectations

G2.B5.S1 two hours of job-embedded PD weekly; focus on rigorous instruction with high level questions leading high engagement; research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 2 hours per week per team which includes reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

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

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

Plan to Monitor Effectiveness of G2.B5.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G2.B13 teacher and student attendance

G2.B13.S1 Quarterly attendance incentives for teachers and students

Action Step 1

facilitate professional development 2 hours per week per team which includes reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G2.B13.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

Plan to Monitor Effectiveness of G2.B13.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G2.B13.S2 parent conferences regarding attendance issues

Action Step 1

facilitate professional development 2 hours per week per team which includes ways to increase parent involvement and effective communication with parents

Person or Persons Responsible

academic coaches, administrators

Target Dates or Schedule

weekly

Evidence of Completion

coaches logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G2.B13.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, assessment data, and parent communication

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

Plan to Monitor Effectiveness of G2.B13.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, assessment data and evidence of parent communication

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G2.B13.S3 referral to AIT

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B13.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B13.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. To increase Hispanic and White subgroups Annual Measurable Objectives target to 57% and 69% respectively.

G3.B1 Teachers not understanding the complexity of tested benchmarks.

G3.B1.S1 Increase professional development which includes modeling, lesson planning, higher order questioning

Action Step 1

Professional Development which includes the formulation of lesson plans and higher order questioning

Person or Persons Responsible

Administration and Academic coaches

Target Dates or Schedule

Monthly and Weekly

Evidence of Completion

Coaches log, student work, observation of lessons

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

Usage of higher order questions and formulation of lessons

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Monthly and weekly

Evidence of Completion

Coaches log, student work, student data, lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Monitor lesson plans, informal/formal observations, formal and informal data, reference of anchor charts, student artifacts

Person or Persons Responsible

Administration and academic coaches

Target Dates or Schedule

Monthly and weekly

Evidence of Completion

Walkthroughs, charts, student data, student work

G3.B1.S2 Implement i-ready and Successmaker diagnostic to target Tier II and Tier III students to increase student achievement

Action Step 1

Implementation of instructional technology to assist in driving instruction

Person or Persons Responsible

Administration and Academic coaches

Target Dates or Schedule

Monthly and weekly

Evidence of Completion

Student reports from i-ready and successmaker

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

Implementation of i-ready, Successmaker, and Reflex Math

Person or Persons Responsible

Administration and academic coaches

Target Dates or Schedule

Monthly and weekly

Evidence of Completion

Student reports to monitor the frequency of student logins

Plan to Monitor Effectiveness of G3.B1.S2

Implementation of instructional technology

Person or Persons Responsible

Administration and Academic coaches

Target Dates or Schedule

Monthly, weekly

Evidence of Completion

Student reports from the instructional technology programs

G3.B1.S3 Common planning on the usage of data and strategically plan small group

Action Step 1

Plan and facilitate professional development which targets lesson planning, higher order questioning. Looking at student work for proficiency, design and deliver research based PD in instruction, data-based problem solving, gradual release model and differentiated instruction, observations of interactive journals portfolios and student work, and feedback of student work

Person or Persons Responsible

Russ, Kenney, Mr. Kenney, O'Neal

Target Dates or Schedule

Year-around, monthly, weekly depending on urgency

Evidence of Completion

CAST walkthroughs, feedback, student work, and strategy charts

Facilitator:

O'Neal, Mr. Kenney

Participants:

Faculty

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

Common planning which targets the usage of student work to drive instruction whole group or small group

Person or Persons Responsible

Ms. Russ and Ms. Kenney

Target Dates or Schedule

Monthly, Weekly

Evidence of Completion

CAST walkthroughs, Common planning sign in sheets, observation of lesson plans

Plan to Monitor Effectiveness of G3.B1.S3

Informal/Formal assessments, Curriculum Guide assessments, data check points

Person or Persons Responsible

Ms. Russ, Ms. Kenney, Ms. O'Neal

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Data check point, student data chat forms

G3.B2 Teacher not understanding differentiation during instruction. Teachers not understanding the importance data usage to drive instruction. Students not receiving Tier II and Tier III instruction.

G3.B2.S1 Professional development with grade levels during common planning or faculty meetings

Action Step 1

Increase the use of student data to increase the differentiation among students who need Tier II and Tier III instruction.

Person or Persons Responsible

Administration and academic coaches

Target Dates or Schedule

Weekly, monthly

Evidence of Completion

Lesson plans, formal and informal observations/assessments, student reports, student work

Facilitator:

O'Neal

Participants:

Faculty

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

Monitor usage of data to drive Tier II and Tier III differentiation among students

Person or Persons Responsible

Administration and academic coaches

Target Dates or Schedule

Monthly and weekly

Evidence of Completion

Student data, lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Monitor usage of data to drive Tier II and Tier III differentiation among students

Person or Persons Responsible

Academic coaches, administration

Target Dates or Schedule

Monthly, weekly

Evidence of Completion

Monitor lesson plans, student data

G3.B3 Teachers lack of higher order questioning/thinking during instruction

G3.B3.S1 Provide professional development using the text "Good Question for Math Teaching" by Peter Sullivan and Pat Lilburn to increase higher order questions during instruction

Action Step 1

Increase the use of higher order questions in lesson plans and during instruction

Person or Persons Responsible

Administration and Academic Coaches

Target Dates or Schedule

Monthly, weekly

Evidence of Completion

Sample questions from common planning sessions

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

Usage of higher order questions

Person or Persons Responsible

Administration and academic coaches

Target Dates or Schedule

Monthly, weekly

Evidence of Completion

Monitor lesson plans, observation of math instruction

Plan to Monitor Effectiveness of G3.B3.S1

Usage of higher order questions

Person or Persons Responsible

Administration and academic coaches

Target Dates or Schedule

Monthly, weekly

Evidence of Completion

Lesson plans, observation of math instruction, student work

G4. Increase the percentage of proficient students (level 3 or higher) in Grade 5 Science from 36 to 45%.

G4.B1 Lack of pedagogy in Science instruction

G4.B1.S1 Professional development in usage of available science resources such as Interactive Science and CPALMS

Action Step 1

Usage of science curriculum and science resources

Person or Persons Responsible

Academic coach and specialist

Target Dates or Schedule

Weekly, monthly

Evidence of Completion

Common planning Sign in sheet

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

Usage of science curriculum and science resources

Person or Persons Responsible

Academic coach and specialist

Target Dates or Schedule

Monthly and weekly

Evidence of Completion

Monitor science instruction and lesson plan

Plan to Monitor Effectiveness of G4.B1.S1

Increase knowledge of Science instruction and resource

Person or Persons Responsible

Academic coach and specialist

Target Dates or Schedule

Monthly, weekly

Evidence of Completion

Lesson plans, observation of science instruction, student data, and student work

G6. Increase the percentage of students in each subgroup who score Level 3 or higher on FCAT Reading in 2014.

G6.B1 weak teacher pedagogy in the five components of reading

G6.B1.S1 facilitate professional development one hour per week per grade level team which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G6.B1.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G6.B1.S2 focus on rigorous instruction with high level and text-dependent questions and research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G6.B1.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G6.B1.S3 individualized coaching support tiered according to teacher need (daily or weekly according to tier)

Action Step 1

facilitate professional development with individual teachers (one or more times each week) according to identified tiers which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan wri

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G6.B1.S3

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G6.B3 students are not critical readers

G6.B3.S1 facilitate professional development one hour per week per grade level team which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G6.B3.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G6.B3.S2 focus on rigorous instruction with high level and text-dependent questions and research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic cocch, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G6.B3.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G6.B3.S3 provide individualized coaching support tiered according to teacher need (daily or weekly according to tier)

Action Step 1

facilitate professional development with individual teachers (one or more times each week) according to identified tiers which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G6.B3.S3

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G6.B5 inconsistent delivery of instructional elements

G6.B5.S1 facilitate professional development one hour per week per grade level team which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G6.B5.S1

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G6.B5.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G6.B5.S2 focus on rigorous instruction with high level and text-dependent questions and research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G6.B5.S2

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G6.B5.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G6.B5.S3 individualized coaching support tiered according to teacher need (daily or weekly according to tier)

Action Step 1

facilitate individualized professional development 1 hour per week (or more) for teachers based on identified tiers which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G6.B5.S3

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G6.B5.S3

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G6.B6 lack of maximizing instructional time

G6.B6.S1 facilitate professional development one hour per week per grade level team and for individual teachers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team and for individual teachers according to tiers which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G6.B6.S1

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G6.B6.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G6.B6.S2 focus on rigorous instruction with high level and text-dependent questions and individualized coaching support tiered according to teacher need (daily or weekly according to tier)

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G6.B6.S2

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G6.B6.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G6.B7 lack of parental involvement

G6.B7.S1 establish a Parent resource room run by a trained volunteer liaison

Action Step 1

Establish a resource room with materials that parents can use to support learning at home

Person or Persons Responsible

administrators, PTA president, parent liaison

Target Dates or Schedule

first 9 weeks 2013

Evidence of Completion

materials are available for parents to check out, sign-in log and materials check-out log

Plan to Monitor Fidelity of Implementation of G6.B7.S1

continue to keep materials updated and accessible for parent check-out

Person or Persons Responsible

administrators, volunteer liaison, PTA president

Target Dates or Schedule

monthly

Evidence of Completion

materials check-out log, parent sign-in log

Plan to Monitor Effectiveness of G6.B7.S1

review materials for condition of use and update as needed and continue to add grade appropriate content activities aligned to NGSSS and CCSS

Person or Persons Responsible

administrators, volunteer liaison and PTA president

Target Dates or Schedule

monthly;

Evidence of Completion

condition of materials, frequency of materials check-out

G6.B7.S2 increase parent and teacher membership and involvement in PTA

Action Step 1

meet with and support PTA president in conducting membership drives at beginning of the year student-parent orientation and Open House; encourage more teacher participation through talking about PTA at faculty meetings and through email; provide incentives for teacher and parent participation

Person or Persons Responsible

PTA president, PTA board members and administrators

Target Dates or Schedule

preplanning, orientation, parent nights and during monthly faculty meetings and the week prior to the monthly PTA meetings

Evidence of Completion

membership roster, parent sign-in at PTA sponsored events

Plan to Monitor Fidelity of Implementation of G6.B7.S2

monitor parent and teacher membership and participation at PTA-sponsored events; provide incentives for participation

Person or Persons Responsible

PTA president, administrators

Target Dates or Schedule

monthly

Evidence of Completion

attendance at meetings and numbers of members

Plan to Monitor Effectiveness of G6.B7.S2

Conduct pulse-checks/climate surveys to see how parents and students feel about school; monitor participation at events; track attendance at PTA-sponsored events; monitor student data

Person or Persons Responsible

PTA president, administrators

Target Dates or Schedule

quarterly

Evidence of Completion

surveys, attendance logs, student data

G6.B7.S3 professional development with faculty regarding parent communication and involvement

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

increased parent involvement evidenced through parent visitation logs, frequency of parent volunteers at school and student achievement data

Plan to Monitor Fidelity of Implementation of G6.B7.S3

support teachers with conducting conferences and in communication strategies with parents about their progress

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

student data, parent communication logs and parent conferencing logs

Plan to Monitor Effectiveness of G6.B7.S3

frequency of parent communication and involvement will be monitored through visitation logs, conference logs and parent contact logs

Person or Persons Responsible

administrators, academic coach

Target Dates or Schedule

quarterly

Evidence of Completion

visitation logs, conference logs and parent contact logs

G6.B13 teacher and student attendance

G6.B13.S1 Quarterly attendance incentives for teachers and students

Action Step 1

provide professional development on the impact teacher attendance has on student achievement and provide incentives for perfect teacher and student attendance

Person or Persons Responsible

administrators

Target Dates or Schedule

quarterly

Evidence of Completion

professional development record; incentives, student data

Plan to Monitor Fidelity of Implementation of G6.B13.S1

support teachers in encouraging parents to send students to school regularly and for teachers to attend regularly

Person or Persons Responsible

administrators

Target Dates or Schedule

quarterly

Evidence of Completion

student and teacher attendance records, student data

Plan to Monitor Effectiveness of G6.B13.S1

review student data and conduct data chats with teachers and provide professional development for teachers in how to conduct data chats with students effectively

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

monthly, quarterly

Evidence of Completion

student data tracking sheets completed with student goals noted

G6.B13.S2 conduct regular parent conferences regarding attendance issues and referral to AIT for excessive absences

Action Step 1

facilitate professional development in effective communication strategies with parents and on the impact of attendance on student achievement

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

increased parent involvement evidenced through parent visitation logs, frequency of parent volunteers at school and student achievement data

Plan to Monitor Fidelity of Implementation of G6.B13.S2

support teachers with conducting conferences and in communication strategies with parents about their progress

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

student data, parent communication logs and parent conferencing logs

Plan to Monitor Effectiveness of G6.B13.S2

frequency of parent communication and involvement will be monitored through visitation logs, conference logs and parent contact logs

Person or Persons Responsible

administrators, academic coach

Target Dates or Schedule

quarterly

Evidence of Completion

visitation logs, conference logs and parent contact logs

G7. Increase percentage of students scoring Level 4 or higher on FCAT Reading from 15% to 20%.

G7.B1 weak teacher pedagogy in the 5 components of reading

G7.B1.S1 facilitate professional development one hour per week per grade level team and with individual teachers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G7.B1.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G7.B1.S2 focus on rigorous instruction with high level and text-dependent questions and on research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing evidence -

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G7.B1.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G7.B3 students are not critical readers

G7.B3.S1 facilitate professional development one hour per week per grade level team and with individual teachers based on tiers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction academic

Person or Persons Responsible

coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G7.B3.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G7.B3.S2 focus on rigorous instruction with high level and text-dependent questions and on research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G7.B3.S2

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G7.B3.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G7.B5 inconsistent delivery of instructional elements

G7.B5.S1 facilitate professional development one hour per week per grade level team and for individual teachers according to tiers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G7.B5.S1

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G7.B5.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G7.B5.S2 focus on rigorous instruction with high level and text-dependent questions and on research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G7.B5.S2

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G7.B5.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G7.B6 lack of maximizing instructional time

G7.B6.S1 facilitate professional development one hour per week per grade level team and with individual teachers according to tiers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G7.B6.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G7.B6.S2 focus on rigorous instruction with high level and text-dependent questions and on research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction academic coach and administrators coaches' logs, administrative walk-throughs, student work and other student data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G7.B6.S2

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G7.B6.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G7.B7 lack of parental involvement

G7.B7.S1 establish a Parent resource room run by a trained volunteer liaison

Action Step 1

Establish a resource room with materials that parents can use to support learning at home

Person or Persons Responsible

administrators, PTA president, parent liaison

Target Dates or Schedule

first 9 weeks 2013

Evidence of Completion

materials are available for parents to check out, sign-in log and materials check-out log

Plan to Monitor Fidelity of Implementation of G7.B7.S1

WHAT:continue to keep materials updated and accessible for parent check-out

Person or Persons Responsible

administrators, volunteer liaison, PTA president

Target Dates or Schedule

monthly

Evidence of Completion

materials check-out log, parent sign-in log

Plan to Monitor Effectiveness of G7.B7.S1

review materials for condition of use and update as needed and continue to add grade appropriate content activities aligned to NGSSS and CCSS

Person or Persons Responsible

administrators, volunteer liaison and PTA president

Target Dates or Schedule

monthly

Evidence of Completion

condition of materials, frequency of materials check-out

G7.B7.S2 increase parent and teacher membership and involvement in PTA

Action Step 1

meet with and support PTA president in conducting membership drives at beginning of the year student-parent orientation and Open House; encourage more teacher participation through talking about PTA at faculty meetings and through email; provide incentives for teacher and parent participation

Person or Persons Responsible

PTA president, PTA board members and administrators

Target Dates or Schedule

preplanning, orientation, parent nights and during monthly faculty meetings and the week prior to the monthly PTA meetings

Evidence of Completion

membership roster, parent sign-in at PTA sponsored events

Plan to Monitor Fidelity of Implementation of G7.B7.S2

monitor parent and teacher membership and participation at PTA-sponsored events; provide incentives for participation

Person or Persons Responsible

PTA president, administrators

Target Dates or Schedule

monthly

Evidence of Completion

attendance at meetings and numbers of members

Plan to Monitor Effectiveness of G7.B7.S2

Conduct pulse-checks/climate surveys to see how parents and students feel about school; monitor participation at events; track attendance at PTA-sponsored events; monitor student data

Person or Persons Responsible

PTA president, administrators

Target Dates or Schedule

quarterly

Evidence of Completion

surveys, attendance logs, student data

G7.B7.S3 professional development with faculty regarding parent communication and involvement

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

increased parent involvement evidenced through parent visitation logs, frequency of parent volunteers at school and student achievement data

Plan to Monitor Fidelity of Implementation of G7.B7.S3

support teachers with conducting conferences and in communication strategies with parents about their progress

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

student data, parent communication logs and parent conferencing logs

Plan to Monitor Effectiveness of G7.B7.S3

frequency of parent communication and involvement will be monitored through visitation logs, conference logs and parent contact logs administrators,

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

quarterly

Evidence of Completion

visitation logs, conference logs and parent contact logs

G7.B13 student and teacher attendance

G7.B13.S1 Quarterly attendance incentives for teachers and students

Action Step 1

provide professional development on the impact teacher attendance has on student achievement and provide incentives for perfect teacher and student attendance

Person or Persons Responsible

administrators

Target Dates or Schedule

quarterly

Evidence of Completion

professional development record; incentives, student data

Plan to Monitor Fidelity of Implementation of G7.B13.S1

support teachers in encouraging parents to send students to school regularly and for teachers to attend regularly

Person or Persons Responsible

administrators

Target Dates or Schedule

quarterly

Evidence of Completion

student and teacher attendance records, student data

Plan to Monitor Effectiveness of G7.B13.S1

review student data and conduct data chats with teachers and provide professional development for teachers in how to conduct data chats with students effectively

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

monthly, quarterly

Evidence of Completion

student data tracking sheets completed with student goals noted

G7.B13.S2 parent conferences regarding attendance issues and referral to AIT

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

increased parent involvement evidenced through parent visitation logs, frequency of parent volunteers at school and student achievement data

Plan to Monitor Fidelity of Implementation of G7.B13.S2

support teachers with conducting conferences and in communication strategies with parents about their progress

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

student data, parent communication logs and parent conferencing logs

Plan to Monitor Effectiveness of G7.B13.S2

frequency of parent communication and involvement will be monitored through visitation logs, conference logs and parent contact logs

Person or Persons Responsible

administrators, academic coach

Target Dates or Schedule

quarterly

Evidence of Completion

visitation logs, conference logs and parent contact logs

G8. Increase the percentage of students who make learning gains from 45% to 65% on FCAT Reading.

G8.B1 weak teacher pedagogy in the 5 components of reading

G8.B1.S1 facilitate professional development one hour per week per grade level team and with individual teachers according to tiers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G8.B1.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G8.B1.S2 focus on rigorous instruction with high level and text-dependent questions and on research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G8.B1.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G8.B3 students are not critical readers

G8.B3.S1 facilitate professional development one hour per week per grade level team and with individual teachers according to tiers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G8.B3.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G8.B3.S2 focus on rigorous instruction with high level and text-dependent questions and on research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G8.B3.S2

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G8.B3.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G8.B5 inconsistent delivery of instructional elements

G8.B5.S1 facilitate professional development one hour per week per grade level team and with individual teachers according to tiers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G8.B5.S1

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G8.B5.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G8.B5.S2 focus on rigorous instruction with high level and text-dependent questions and on research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G8.B5.S2

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G8.B5.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G8.B6 lack of maximizing instructional time

G8.B6.S1 facilitate professional development one hour per week per grade level team and with individual teachers according to tiers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G8.B6.S1

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G8.B6.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G8.B6.S2 focus on rigorous instruction with high level and text-dependent questions and on research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G8.B6.S2

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G8.B6.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G8.B7 lack of parental involvement

G8.B7.S1 establish a Parent resource room run by a trained volunteer liaison

Action Step 1

Establish a resource room with materials that parents can use to support learning at home

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

first 9 weeks 2013

Evidence of Completion

materials are available for parents to check out, sign-in log and materials check-out log

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

continue to keep materials updated and accessible for parent check-out

Person or Persons Responsible

administrators, volunteer liaison, PTA president

Target Dates or Schedule

monthly

Evidence of Completion

materials check-out log, parent sign-in log

Plan to Monitor Effectiveness of G8.B7.S1

review materials for condition of use and update as needed and continue to add grade appropriate content activities aligned to NGSSS and CCSS

Person or Persons Responsible

administrators, volunteer liaison and PTA president,

Target Dates or Schedule

monthly

Evidence of Completion

condition of materials, frequency of materials check-out

G8.B7.S2 increase parent and teacher membership and involvement in PTA

Action Step 1

meet with and support PTA president in conducting membership drives at beginning of the year student-parent orientation and Open House; encourage more teacher participation through talking about PTA at faculty meetings and through email; provide incentives for teacher and parent participation

Person or Persons Responsible

PTA president, PTA board members and administrators

Target Dates or Schedule

preplanning, orientation, parent nights and during monthly faculty meetings and the week prior to the monthly PTA meetings

Evidence of Completion

membership roster, parent sign-in at PTA sponsored events

Plan to Monitor Fidelity of Implementation of G8.B7.S2

monitor parent and teacher membership and participation at PTA-sponsored events; provide incentives for participation

Person or Persons Responsible

PTA president, administrators

Target Dates or Schedule

monthly

Evidence of Completion

attendance at meetings and numbers of members

Plan to Monitor Effectiveness of G8.B7.S2

Conduct pulse-checks/climate surveys to see how parents and students feel about school; monitor participation at events; track attendance at PTA-sponsored events; monitor student data

Person or Persons Responsible

PTA president, administrators

Target Dates or Schedule

quarterly

Evidence of Completion

surveys, attendance logs, student data

G8.B7.S3 professional development with faculty regarding parent communication and involvement

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

increased parent involvement evidenced through parent visitation logs, frequency of parent volunteers at school and student achievement data

Plan to Monitor Fidelity of Implementation of G8.B7.S3

support teachers with conducting conferences and in communication strategies with parents about their progress

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

student data, parent communication logs and parent conferencing logs

Plan to Monitor Effectiveness of G8.B7.S3

frequency of parent communication and involvement will be monitored through visitation logs, conference logs and parent contact logs

Person or Persons Responsible

administrators, academic coach

Target Dates or Schedule

quarterly

Evidence of Completion

visitation logs, conference logs and parent contact logs

G8.B13 student and teacher attendance

G8.B13.S1 Quarterly attendance incentives for teachers and students

Action Step 1

provide professional development on the impact teacher attendance has on student achievement and provide incentives for perfect teacher and student attendance

Person or Persons Responsible

administrators

Target Dates or Schedule

quarterly

Evidence of Completion

professional development record; incentives, student data

Plan to Monitor Fidelity of Implementation of G8.B13.S1

support teachers in encouraging parents to send students to school regularly and for teachers to attend regularly

Person or Persons Responsible

administrators

Target Dates or Schedule

quarterly

Evidence of Completion

student and teacher attendance records, student data

Plan to Monitor Effectiveness of G8.B13.S1

review student data and conduct data chats with teachers and provide professional development for teachers in how to conduct data chats with students effectively

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

monthly, quarterly

Evidence of Completion

student data tracking sheets completed with student goals noted

G8.B13.S2 parent conferences regarding attendance issues and referral to AIT

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

increased parent involvement evidenced through parent visitation logs, frequency of parent volunteers at school and student achievement data

Plan to Monitor Fidelity of Implementation of G8.B13.S2

support teachers with conducting conferences and in communication strategies with parents about their progress

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

student data, parent communication logs and parent conferencing logs

Plan to Monitor Effectiveness of G8.B13.S2

frequency of parent communication and involvement will be monitored through visitation logs, conference logs and parent contact logs

Person or Persons Responsible

administrators, academic coach

Target Dates or Schedule

quarterly

Evidence of Completion

visitation logs, conference logs and parent contact logs

G9. increase the percentage of students in the lowest 25 who make learning gains from 51% to 56% on FCAT Reading.

G9.B1 weak teacher pedagogy in the 5 components of reading

G9.B1.S1 facilitate professional development one hour per week per grade level team and with individual teachers according to tiers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction academic

Person or Persons Responsible

coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G9.B1.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G9.B1.S2 focus on rigorous instruction with high level and text-dependent questions and on research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G9.B1.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G9.B3 students are not critical readers

G9.B3.S1 facilitate professional development one hour per week per grade level team and with individual teachers according to tiers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

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

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G9.B3.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G9.B3.S2 focus on rigorous instruction with high level and text-dependent questions and on research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G9.B3.S2

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G9.B3.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G9.B5 inconsistent delivery of instructional elements

G9.B5.S1 facilitate professional development one hour per week per grade level team and with individual teachers according to tiers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G9.B5.S1

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G9.B5.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G9.B5.S2 focus on rigorous instruction with high level and text-dependent questions and on research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G9.B5.S2

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G9.B5.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G9.B6 lack of maximizing instructional time

G9.B6.S1 facilitate professional development one hour per week per grade level team and with individual teachers according to tiers which includes curriculum alignment through lesson planning and lesson study, analyzing student work for proficiency, establishing next steps and professional development for primary teachers in phonological development and spelling instruction

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Action Step 2

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G9.B6.S1

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G9.B6.S1

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G9.B6.S2 focus on rigorous instruction with high level and text-dependent questions and on research-based instructional strategies including text coding, think aloud, gradual release

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

coaches' logs, administrative walk-throughs, student work and other student data

Plan to Monitor Fidelity of Implementation of G9.B6.S2

support teachers with implementation, modeling and lesson plan writing

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, student work, item/causality analysis

Plan to Monitor Effectiveness of G9.B6.S2

walk-throughs to check for artifacts of proficient work in classrooms and hallways, review plans, informal and formal observations, review assessment tools, and assessment data

Person or Persons Responsible

academic coach and administrators

Target Dates or Schedule

weekly and monthly

Evidence of Completion

walk-through feedback forms, classroom artifacts made with teacher and students, CAST walk-through feedback forms, item/causality analysis

G9.B7 lack of parental involvement

G9.B7.S1 establish a Parent resource room run by a trained volunteer liaison

Action Step 1

Establish a resource room with materials that parents can use to support learning at home

Person or Persons Responsible

administrators, PTA president, parent liaison

Target Dates or Schedule

first 9 weeks 2013

Evidence of Completion

materials are available for parents to check out, sign-in log and materials check-out log

Plan to Monitor Fidelity of Implementation of G9.B7.S1

continue to keep materials updated and accessible for parent check-out

Person or Persons Responsible

administrators, volunteer liaison, PTA president

Target Dates or Schedule

monthly

Evidence of Completion

materials check-out log, parent sign-in log

Plan to Monitor Effectiveness of G9.B7.S1

review materials for condition of use and update as needed and continue to add grade appropriate content activities aligned to NGSSS and CCSS

Person or Persons Responsible

administrators, volunteer liaison and PTA president,

Target Dates or Schedule

monthly;

Evidence of Completion

condition of materials, frequency of materials check-out

G9.B7.S2 increase parent and teacher membership and involvement in PTA

Action Step 1

meet with and support PTA president in conducting membership drives at beginning of the year student-parent orientation and Open House; encourage more teacher participation through talking about PTA at faculty meetings and through email; provide incentives for teacher and parent participation

Person or Persons Responsible

PTA president, PTA board members and administrators

Target Dates or Schedule

preplanning, orientation, parent nights and during monthly faculty meetings and the week prior to the monthly PTA meetings

Evidence of Completion

membership roster, parent sign-in at PTA sponsored events

Plan to Monitor Fidelity of Implementation of G9.B7.S2

monitor parent and teacher membership and participation at PTA-sponsored events; provide incentives for participation

Person or Persons Responsible

PTA president, administrators

Target Dates or Schedule

monthly

Evidence of Completion

attendance at meetings and numbers of members

Plan to Monitor Effectiveness of G9.B7.S2

Conduct pulse-checks/climate surveys to see how parents and students feel about school; monitor participation at events; track attendance at PTA-sponsored events; monitor student data

Person or Persons Responsible

PTA president, administrators

Target Dates or Schedule

quarterly

Evidence of Completion

surveys, attendance logs, student data

G9.B7.S3 professional development with faculty regarding parent communication and involvement

Action Step 1

facilitate professional development 1 hour per week per team which includes effective parent communication strategies

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

monthly

Evidence of Completion

increased parent involvement evidenced through parent visitation logs, frequency of parent volunteers at school and student achievement data

Plan to Monitor Fidelity of Implementation of G9.B7.S3

support teachers with conducting conferences and in communication strategies with parents about their progress

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

student data, parent communication logs and parent conferencing logs

Plan to Monitor Effectiveness of G9.B7.S3

frequency of parent communication and involvement will be monitored through visitation logs, conference logs and parent contact logs

Person or Persons Responsible

administrators, academic coach

Target Dates or Schedule

quarterly

Evidence of Completion

visitation logs, conference logs and parent contact logs

G9.B13 student and teacher attendance

G9.B13.S1 Quarterly attendance incentives for teachers and students

Action Step 1

provide professional development on the impact teacher attendance has on student achievement and provide incentives for perfect teacher and student attendance

Person or Persons Responsible

administrators

Target Dates or Schedule

quarterly

Evidence of Completion

professional development record; incentives, student data

Plan to Monitor Fidelity of Implementation of G9.B13.S1

support teachers in encouraging parents to send students to school regularly and for teachers to attend regularly

Person or Persons Responsible

administrators

Target Dates or Schedule

quarterly

Evidence of Completion

student and teacher attendance records, student data

Plan to Monitor Effectiveness of G9.B13.S1

review student data and conduct data chats with teachers and provide professional development for teachers in how to conduct data chats with students effectively

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

monthly, quarterly

Evidence of Completion

student data tracking sheets completed with student goals noted

G9.B13.S2 parent conferences regarding attendance issues and referral to AIT

Action Step 1

facilitate professional development 1 hour per week per team which includes curriculum alignment reviewing student work for proficiency and next steps, define, implement and assess rigorous instruction

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

increased parent involvement evidenced through parent visitation logs, frequency of parent volunteers at school and student achievement data

Plan to Monitor Fidelity of Implementation of G9.B13.S2

support teachers with conducting conferences and in communication strategies with parents about their progress

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

weekly, monthly

Evidence of Completion

student data, parent communication logs and parent conferencing logs

Plan to Monitor Effectiveness of G9.B13.S2

frequency of parent communication and involvement will be monitored through visitation logs, conference logs and parent contact logs

Person or Persons Responsible

administrators, academic coach

Target Dates or Schedule

quarterly

Evidence of Completion

visitation logs, conference logs and parent contact logs

G10. Increase the percentage of students scoring Level 3 on FCAT 2.0 Math from 25% to 35%.

G10.B1 Teachers not understanding the complexity based on tested benchmarks.

G10.B1.S1 Provide professional development which focuses on lesson planning to increase rigor and the usage/formulation of higher order questions.

Action Step 1

Monitor lesson plans, Informal/Formal observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Walkthroughs, anchor charts, student data, and student work

Facilitator:

Academic Coaches

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Lesson planning

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Anchor charts, Monitor of lesson plan, student work and data

Plan to Monitor Effectiveness of G10.B1.S1

Lesson planning, Observation lesson

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Administration logs

G11. Increase the percentage of students scoring Level 4 or above on FCAT 2.0 Math from 20% to 30%

G11.B1 Teachers not understanding the complexity of tested benchmarks

G11.B1.S1 Provide professional development which includes modeling of instruction, lesson planning, higher order questions

Action Step 1

Professional development which includes the formulation of lessons

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

Weekly Monthly

Evidence of Completion

Coaches Log, student work, student data, lesson plans

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Monitor of lesson plans

Person or Persons Responsible

Administration Only

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Walkthroughs, Observation of lessons, student work

Plan to Monitor Effectiveness of G11.B1.S1

Monitor and Observation of instruction and lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

CAST logs of Formal and Informal observations

G12. Increase the percentage of Learning Gains from 77% to 87% on the FCAT 2.0 Math. Increase the percentage of students in the Lowest 25% making learning gains from 92% to 96% on FCAT 2.0 Math.

G12.B1 Lack of differentiation during instruction to target student needs. Lack of data usage to drive instruction. Students not receiving Tier II and Tier III instruction.

G12.B1.S1 Professional development with grade levels during common planning and faculty meetings with focuses in the usage of data to drive instruction, differentiation to target student needs

Action Step 1

Increase the use of student data to increase the differentiation among students who need Tier II and Tier III instruction

Person or Persons Responsible

Administration (Plans and Observations Only) and Academic Coaches

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Lesson plans(Administration), formal/informal observations (Administration), student reports (Academic Coach), student work (Academic Coach)

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Monitor usage of data to drive Tier II and Tier III differentiation among students

Person or Persons Responsible

Administration and academic coaches

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Student data, lesson plans

Plan to Monitor Effectiveness of G12.B1.S1

Monitor usage of data to drive Tier II and Tier III differentiation among students

Person or Persons Responsible

Administration and academic coaches

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Lesson plans (Administration only), student data

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 II: Continue to purchase small equipment to support classroom instruction.

Supplemental Academic Instruction (SAI): We will use our SAI funds to fund tutors to assist with reading and math instruction in the intermediate grades.

Violence Prevention Programs: We will continue to use the Second Steps Violence Prevention Program along with CHAMPs and Foundations. Bullying prevention materials have been purchased to assist in the development of lessons for students in grades K-5 to be delivered by our school guidance counselor during bi-weekly classroom guidance lessons.

Nutrition Programs: Ramona Boulevard Elementary participates in the Community Eligibility Option (CEO) program which is an alternative to the traditional National School Lunch Program (NSLP) in that it allows schools with high numbers of low-income children to serve free breakfast and free lunch to all students without collecting school meal applications.

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.

G3. To increase Hispanic and White subgroups Annual Measurable Objectives target to 57% and 69% respectively.

G3.B1 Teachers not understanding the complexity of tested benchmarks.

G3.B1.S3 Common planning on the usage of data and strategically plan small group

PD Opportunity 1

Plan and facilitate professional development which targets lesson planning, higher order questioning. Looking at student work for proficiency, design and deliver research based PD in instruction, data-based problem solving, gradual release model and differentiated instruction, observations of interactive journals portfolios and student work, and feedback of student work

Facilitator

O'Neal, Mr. Kenney

Participants

Faculty

Target Dates or Schedule

Year-around, monthly, weekly depending on urgency

Evidence of Completion

CAST walkthroughs, feedback, student work, and strategy charts

G3.B2 Teacher not understanding differentiation during instruction. Teachers not understanding the importance data usage to drive instruction. Students not receiving Tier II and Tier III instruction.

G3.B2.S1 Professional development with grade levels during common planning or faculty meetings

PD Opportunity 1

Increase the use of student data to increase the differentiation among students who need Tier II and Tier III instruction.

Facilitator

O'Neal

Participants

Faculty

Target Dates or Schedule

Weekly, monthly

Evidence of Completion

Lesson plans, formal and informal observations/assessments, student reports, student work

G10. Increase the percentage of students scoring Level 3 on FCAT 2.0 Math from 25% to 35%.

G10.B1 Teachers not understanding the complexity based on tested benchmarks.

G10.B1.S1 Provide professional development which focuses on lesson planning to increase rigor and the usage/formulation of higher order questions.

PD Opportunity 1

Monitor lesson plans, Informal/Formal observations

Facilitator

Academic Coaches

Participants

Faculty

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Walkthroughs, anchor charts, student data, and student work

Appendix 2: Budget to Support School Improvement Goals