



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Andrew A. Robinson Elementary School

101 W 12TH ST

Jacksonville, FL 32206

904-630-6550

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
83%

Alternative/ESE Center
No

Charter School
No

Minority Rate
97%

School Grades History

2013-14
F

2012-13
F

2011-12
D

2010-11
D

2009-10
C

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 3 or more	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Andrew A. Robinson Elementary School

Principal

Latrese Fann

School Advisory Council chair

Vasco Eagle

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

Name	Title
Lorietta Howard, Assistant Principal	Raquel Foxworth, ESE Site Coach
Dana Young, Intermediate Reading Coach	Alicia Baker-Allen, Primary Reading Coach
Angela Brown, Math Coach	Gabriel McDaniel, Guidance Counselor

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

Latrese Fann - Principal
 Vasco Eagle - Chairperson
 Gail Thompson - Vice Chairperson
 Terrellyn Simmons - Secretary
 Marilyn Hill - Grandparent
 Geanetta White - Volunteer Liaison
 Annette Ayars - School Crossing Guard
 Robbin White - Parent
 Raquel Foxworth - ESE Site Coach
 Gabriel McDaniel - Guidance Counselor

Involvement of the SAC in the development of the SIP

SAC reviewed student achievement data and questioned the steady decline in scores for four consecutive years. The committee reviewed elements of the plan and provided feedback about things to

include that would eliminate ineffective past practices. Committee members expressed concerns about teacher attrition and student behavior which greatly impacted student performance.

Activities of the SAC for the upcoming school year

1. Review and approve the SIP.
2. Determine how to spend SIP funds.
3. Monitor student performance data.
4. Seek community resources that support the instructional needs of the school (mentoring/tutoring).

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

\$500 - will pay for student incentives and awards.

\$500 - will pay for the end of the year reading celebration.

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:

Latrese Fann

Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

Bachelor of Science in Elementary Education
 Master of Education in Curriculum and Instruction
 Master of Education in Administration and Supervision
 Certifications
 Elementary Education 1-6
 Educational Leadership (all levels)
 ESOL Endorsement

Performance Record

Woodland Acres Elementary
 2012-2013: Assistant Principal
 School Grade: C
 FCAT: Reading - 45%; Math 64% - ; Writing - 64%; Science - 51%; Reading Gains - 64%; Math Gains - 65%; Lowest 25% Reading - 67%; Lowest 25% Math - 70%
 AMO Target Reading - 50%, Actual - 45%, Met Target - No
 AMO Target Math - 67%; Actual - 64%, Met Target - Yes (Safe Harbor) Woodland Acres Elementary
 2011-2012: Assistant Principal
 School Grade: B
 FCAT: Reading – 45%; Math – 60%; Writing – 86%; Science – 35%; Reading Gains – 61%; Math Gains – 64%; Lowest 25% Reading – 81%; Lowest 25% Math – 68%
 AMO Target Reading - 45%; Actual - 45%, Met Target - Yes
 AMO Target Math - 63%; Actual - 60%; Met Target - No
 Pinedale Elementary
 2010-2011: Math Coach
 School Grade: A
 FCAT: Reading – 48%; Math – 76%; Writing – 91%; Science – 30%; Reading Gains – 73%; Math Gains – 87%; Lowest 25% Reading – 80%; Lowest 25% Math – 83%
 Sallye B. Mathis Elementary
 2009-2010: Curriculum Integration Specialist/Math Coach
 School Grade: A
 FCAT: Reading – 66%; Math – 74%; Writing – 62%; Science – 62%; Reading Gains – 73%; Math Gains – 66%; Lowest 25% Reading – 67%; Lowest 25% Math – 60%

Lorietta Howard

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Bachelor of Arts in Sociology and Social Work
 Bachelor of Science in Elementary Education/Mentally Handicap
 Master of Science in Educational Leadership
 Certifications
 Educably Mentally Handicap K-12
 Varying Exceptionalities K-12
 Elementary Education K-6 (Pending)
 Reading Endorsement K-12
 ESOL Endorsement
 Educational Leadership (All Levels)

Performance Record

A. Phillip Randolph
 2012-2013: Reading Coach
 School Grade: Pending
 FCAT: Reading - 30%; Math 54% - ; Writing - 82%; Science - 69%; Reading Gains - 64%; Math Gains - 70%; Lowest 25% Reading - 77%; Lowest 25% Math - 81%
 AMO Target Reading - 38%, Actual - 30%, Met Target - No
 AMO Target Math - 42%; Actual - 54%, Met Target - Yes A. Phillip Randolph
 2012-2013: Reading Teacher
 School Grade: A
 FCAT: Reading - 27%; Math 56% - ; Writing - 88%; Science - 46%; Reading Gains - 54%; Math Gains - 70%; Lowest 25% Reading - 51%; Lowest 25% Math - 87%
 AMO Target Reading - 32%, Actual - 27%, Met Target - No
 AMO Target Math - 26%; Actual - 56%, Met Target - Yes

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Alicia Baker-Allen		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelor of Science in Elementary Education Certification Elementary Education 1-6 ESOL Endorsement	
Performance Record	Chimney Lakes Elementary 2012-2013: 4th Grade Teacher School Grade: A FCAT: Reading - 62%; Math 66% - ; Writing - 59%; Science - 60%; Reading Gains - 68%; Math Gains - 73%; Lowest 25% Reading - 69%; Lowest 25% Math - 69% AMO Target Reading - 68%, Actual 62- %, Met Target - Yes (Safe Harbor) AMO Target Math - 74%; Actual - 66%, Met Target - No Chimney Lakes Elementary 2011-2012: 2nd Grade Teacher School Grade: A FCAT: Reading - 59%; Math 68% - ; Writing - 86%; Science - 52%; Reading Gains - 69%; Math Gains - 73%; Lowest 25% Reading - 70%; Lowest 25% Math - 78% AMO Target Reading - 66%, Actual - 59%, Met Target - No AMO Target Math - 72%; Actual - 68%, Met Target - No	

Dana Young		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelor of Science in Elementary Education Certification Elementary Education 1-6	
Performance Record	Garden City Elementary 2012-2013: 3rd Grade Teacher School Grade: D FCAT: Reading - 46%; Math - 43%; Writing - 62%; Science - 29%; Reading Gains - 61%; Math Gains - 50%; Lowest 25% Reading - 75%; Lowest 25% Math - 63% AMO Target Reading - 53%, Actual - 46%, Met Target - No AMO Target Math - 45%; Actual - 43%, Met Target - No Garden City Elementary 2011-2012: 5th Grade Teacher School Grade: B FCAT: Reading - 43%; Math - 45%; Writing - 85%; Science - 32%; Reading Gains - 65%; Math Gains - 74%; Lowest 25% Reading - 79%; Lowest 25% Math - 73% AMO Target Reading - 49%, Actual - 43%, Met Target - No AMO Target Math - 40%; Actual - 45%, Met Target - Yes	

Angela Brown		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3
Areas	Mathematics	
Credentials	Bachelor of Science in Elementary Education Master of Arts in Curriculum and Instruction Master of Arts in Educational Leadership Certification Elementary Education 1-6	
Performance Record	Andrew Robinson Elementary 2012-2013: 4th Grade Teacher School Grade: F FCAT: Reading - 35%; Math - 40%; Writing - 37%; Science - 36%; Reading Gains - 51%; Math Gains - 60%; Lowest 25% Reading - 47%; Lowest 25% Math - 65% AMO Target Reading - 52%, Actual - 35%, Met Target - No AMO Target Math - 52%; Actual - 40%, Met Target - No Andrew Robinson Elementary 2011-2012: 4th Grade Teacher School Grade: D FCAT: Reading - 36%; Math - 43%; Writing - 75%; Science - 20%; Reading Gains - 64%; Math Gains - 59%; Lowest 25% Reading - 73%; Lowest 25% Math - 59% AMO Target Reading - 47%, Actual - 36%, Met Target - No AMO Target Math - 47%; Actual - 43%, Met Target - No	

Raquel Foxworth		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3
Areas	Other	
Credentials	Bachelor of Arts in Political Science History Master of Science in Educational Leadership Certification Elementary Education K-6 Exceptional Student Education K-12	
Performance Record	Andrew Robinson Elementary 2012-2013: ESE Site Coach School Grade: F FCAT: Reading - 35%; Math - 40%; Writing - 37%; Science - 36%; Reading Gains - 51%; Math Gains - 60%; Lowest 25% Reading - 47%; Lowest 25% Math - 65% AMO Target Reading - 52%, Actual - 35%, Met Target - No AMO Target Math - 52%; Actual - 40%, Met Target - No Andrew Robinson Elementary 2011-2012: ESE Site Coach School Grade: D FCAT: Reading - 36%; Math - 43%; Writing - 75%; Science - 20%; Reading Gains - 64%; Math Gains - 59%; Lowest 25% Reading - 73%; Lowest 25% Math - 59% AMO Target Reading - 47%, Actual - 36%, Met Target - No AMO Target Math - 47%; Actual - 43%, Met Target - No	

Classroom Teachers**# of classroom teachers**

50

receiving effective rating or higher

38, 76%

Highly Qualified Teachers

92%

certified in-field

50, 100%

ESOL endorsed

13, 26%

reading endorsed

1, 2%

with advanced degrees

14, 28%

National Board Certified

, 0%

first-year teachers

9, 18%

with 1-5 years of experience

16, 32%

with 6-14 years of experience

19, 38%

with 15 or more years of experience

6, 12%

Education Paraprofessionals**# of paraprofessionals**

9

Highly Qualified

9, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****Teacher Recruitment and Retention Strategies**

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

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

Provide professional development opportunities for teachers based on district teacher evaluation results. Look for trends in needs for improvement and offer sessions to help teachers develop skills necessary to become highly effective.

Utilize school-based and district instructional coaches to support teachers weekly during the collaborative planning periods to improve teaching practices in the classroom that increase student achievement.

Provide opportunities for teachers to participate in school-based decision making through collaborative teams designed to create a collaborative work environment.

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

the mentoring program at Andrew Robinson provides a support system for novice teachers. Each of the mentor teachers are CET certified and highly qualified. Mentors have been paired with teachers in like content areas (Ex. ESE Site Coach is partnered with the EBD teacher). Mentors assist with lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents. Additionally, mentor teachers are excellent in the areas of classroom management and are school leaders (grade level chairs, in leadership programs, committee chairpersons).

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

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 functions as a committee at the school. It meets minimum once per month to discuss the implementation of the Rtl process at the school. The team analyzes the scheduling, materials, and progress monitoring process of Rtl for the school. The MTSS leadership team develops and revises the school Rtl handbook for teachers to use to better understand the various tiers of instruction as well as the appropriate way to collect data and monitor the progress of the students. The MTSS leadership team works closely with the Rtl problem solving team to provide professional development for teachers regarding the fidelity of the implantation of Rtl. Progress monitoring forms and frequency charts are develop through the MTSS leadership team as well as Rtl implementation plans.

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

The school-based MTSS leadership team helps in the development of the strategies used to help minimize the barriers stated in the SIP for each subject area. The Rtl problem-solving team meets at minimum once per month to analyze student progress for students with the largest learning deficits. Both teams work hand-in-hand in providing the structure and knowledge to the Rtl process at the school.

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

The systems put in place to monitor the MTSS and SIP is to have Retention Prevention meetings twice a year, Data Chats, Rtl Problem Solving Team once a month, and MRT monthly meetings.

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

Teachers will utilize data in the district program Inform. Results from District Curriculum Guide Assessments, previous FCAT assessments, FLKRS, and Writing Prompts will be used to summarize data in each subject area. Teachers will complete item analyses for each benchmark to determine individual students needs according to the benchmark, skill, or concept seen as a deficit. As teachers place students into either Tier 2 or 3, student achievement will be managed through On-Going Progress Monitoring (OPM) assessments and Florida Continuous Improvement Model (FCIM) assessments. Learning will be differentiated based on the results.

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

All class schedules have 30-minutes blocked out of their daily schedules for Rtl implementation. Each grade level works as a team to allow students to “walk to intervention” resulting in students being grouped with similar deficits across the grade level.

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: 9,900

Andrew Robinson is a Lowest 100 elementary school. Students receive extra support in reading for an hour at the end of each day. Teachers provide rigorous instruction and extend learning opportunities to increase and improve student achievement in reading utilizing various research-based instructional materials (Comprehension Toolkit, FCRR activities, SRA Corrective Reading, SRA Decoding, and Fountas and Pinnell Phonics).

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Data is collected and analyzed through formal and informal assessments. District CGA results help teachers plan next steps for instruction. Class data trackers are used to monitor the progress of all students. Quartely data chats occur with administration to ensure student growth and performance.

Who is responsible for monitoring implementation of this strategy?

Administration, District Specialist and School-based Coaches monitor the implementation of this strategy. Professional development topics are determined based on student performance and classroom observations.

Literacy Leadership Team (LLT)

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

Name	Title
Alicia Baker-Allen	Primary Reading Coach
Dana Young	Intermediate Reading Coach
Leslie Waddelow	First Grade Teacher
Elizabeth Watson	Second Grade Teacher
Nicola Gibson	Third Grade Teacher
LaSonya Rentz	Fourth Grade Teacher
Carin Atkins	Fifth Grade Teacher
Susan Rohrman	Media Specialist
Erica Levesque	ESE Teacher

How the school-based LLT functions

Members will meet monthly. An agenda will be created and shared with all members of the team. The Literacy Leadership Team will debrief monthly with the faculty through the Rocket Newsletter and faculty

meetings. The purpose of the team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school.

Major initiatives of the LLT

The HLC (Heart of Literacy Cycle).

Developing model/demonstration classrooms

Leading and supporting PLCs and Study Groups

Create and sharing school-wide initiatives and activities such as million words reading campaign

Every Teacher Contributes to Reading Instruction

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

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The Pre-K program at Andrew Robinson consists of neighborhood and magnet children. In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K program follows the reading, writing, and math standards used in Kindergarten and integrate social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same CHAMPs rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten. Our Kindergarten students are assessed using CGAs, FLKRS, and teacher made assessments.

Within the first 45 days of enrollment, kindergarten students are given two assessments; the FLKRS for kindergarten readiness and the CGAs to obtain a pre-reading benchmark. These results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention.

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	35%	No	57%
American Indian				
Asian				
Black/African American	50%	32%	No	55%
Hispanic				
White				
English language learners				
Students with disabilities	23%	16%	No	30%
Economically disadvantaged	48%	30%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	22%	30%
Students scoring at or above Achievement Level 4	38	12%	15%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	110	51%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	60	47%	80%

Comprehensive English Language Learning Assessment (CELLA)

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

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	37	37%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	40%	No	57%
American Indian				
Asian				
Black/African American	51%	39%	No	56%
Hispanic				
White				
English language learners				
Students with disabilities	28%	18%	No	35%
Economically disadvantaged	50%	35%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	26%	35%
Students scoring at or above Achievement Level 4	36	14%	15%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	71	60%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	43	65%	80%

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	31	26%	40%
Students scoring at or above Achievement Level 4	10	8%	15%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	266	34%	40%

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	67	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	83	12%	5%
Students who are not proficient in reading by third grade	97	27%	17%
Students who receive two or more behavior referrals	123	16%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	132	17%	7%

Area 9: Parent Involvement

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

Parental involvement targets for the school

The mission of Andrew Robinson Parental Involvement Plan is to provide ongoing and meaningful opportunities for parents to take a more active role in their child's education. Throughout the year, several activities have been planned to increase the number of students participating and/or volunteering in the school. See the school's Parental Involvement Plan for more information.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The goal is to increase parent participation by 11% in the upcoming school.	150	19%%	30%

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

The mission of Andrew Robinson's Safety Plan is to provide a safe and secure environment for Faculty, Staff and Students in an educational setting. Throughout the year, several drills have been planned and executed to ensure that the faculty, staff and students are aware of safety procedures that are in place in our learning environment. See the school's Safety Plan for more information.

Andrew Robinson is also implementing a school wide positive behavior system to decrease the number

of referrals and suspensions. It is also the expectation that teachers and students will be acclimated to this system by implementing and adhering to discipline procedures that will aid in the prevention and management as it relates to discipline throughout the school environment.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Students who receive two or more behavior referrals	123	16%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	132	17%	7%

Goals Summary

- G1.** K-5 mathematics teachers will implement the new district curriculum guides with fidelity.
- G2.** Have professional development and collegiate collaboration to disaggregate data and differentiate instruction through PLCs, lesson studies, and common planning using the gradual release of responsibility model to meet the needs of every student.
- G3.** Andrew Robinson Elementary will increase the number of students who score at least a Level 3 on the 2014 Grade 5 FCAT 2.0 by at least 16%.

Goals Detail

G1. K-5 mathematics teachers will implement the new district curriculum guides with fidelity.

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

- 1. Access to Reflex Math 2. Professional Development 3. Administrative support 4. Compass Odyssey 5. Success Maker 6. FCAT Explorer 7. Gizmo

Targeted Barriers to Achieving the Goal

- Lack of pedagogy and content knowledge.
- Effectively utilizing data to make instructional decisions.

Plan to Monitor Progress Toward the Goal

Facilitate monthly mathematics professional development sessions that incorporate unpacking of the standards, analyzing student work, analyzing student data, creating lesson plans based on student data and collaborating best practices.

Person or Persons Responsible

Math Coaches, Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student data, student work, lesson plans.

G2. Have professional development and collegiate collaboration to disaggregate data and differentiate instruction through PLCs, lesson studies, and common planning using the gradual release of responsibility model to meet the needs of every student.

Targets Supported

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

Resources Available to Support the Goal

- 1. District specialists 2. School Based Coaches 3. District Curriculum guides 4. Research Based Supplemental Materials 5. Technology 6. Reading to Learning Parental Workshops 7. Continuous Learning Cycles 8. Common Planning and Collaboration 9. Professional Development 10. Extended School Day Remediation/Ramp-up

Targeted Barriers to Achieving the Goal

- Students reading below grade level.
- Lack of content knowledge/ pedagogy.
- Students enter grade 4 with a lack of conventional and grammatical skills. They lack opportunities to write based on various genres and they lack the use of vocabulary and formal language.

Plan to Monitor Progress Toward the Goal

Monthly data reviews and informal and formal observations.

Person or Persons Responsible

Administrators District Specialist

Target Dates or Schedule:

Ongoing 2013-2014 School Year

Evidence of Completion:

Results from Standardized Testing and Data Notebooks

G3. Andrew Robinson Elementary will increase the number of students who score at least a Level 3 on the 2014 Grade 5 FCAT 2.0 by at least 16%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- 1. Gizmo 2. FCAT Explorer 3. Administrative Support 4. Compass Odyssey 5. Professional Development 6. Study Jams 7. Science Leveled Readers

Targeted Barriers to Achieving the Goal

- Lack of pedagogy and content knowledge.

Plan to Monitor Progress Toward the Goal

Implement data check points quarterly for teachers. (October, December, February).

Person or Persons Responsible

District Specialist, Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student data, student work, lesson plans.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. K-5 mathematics teachers will implement the new district curriculum guides with fidelity.

G1.B1 Lack of pedagogy and content knowledge.

G1.B1.S1 Coaching cycle

Action Step 1

Collaboratively identify the needs of the teacher.

Person or Persons Responsible

Math Coach, Administration, Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Surveys

Facilitator:

Math Coach, Administration, Teacher

Participants:

Teachers

Action Step 2

Provide classroom coverage, monitor implementation of the new strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation

Facilitator:

Administration

Participants:

Teachers

Action Step 3

Coaching Cycle

Person or Persons Responsible

Specialists, Math Coaches, teachers, administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the rigor of instruction as evidenced by increase in number of higher order thinking questions posed to students and their ability to write to them in their journals and exit tickets. Goal sheets, feedback sheets, and debrief notes from coaching cycle will also be collected.

Facilitator:

Math Coaches, Specialists and Administration

Participants:

Teachers

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

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, and previous SIP documents.

Plan to Monitor Effectiveness of G1.B1.S1

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, previous SIP documents.

G1.B1.S2 Common planning with specific grade level or subject area; invite administration

Action Step 1

Monitor meetings, lesson plans, and minutes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, Minutes

Facilitator:

Math Coach, Specialist

Participants:

Teachers

Action Step 2

Facilitate Common Planning

Person or Persons Responsible

Math Coach, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations

Facilitator:

Math Coach

Participants:

Teachers

Action Step 3

Meet together to analyze data, create lesson plans and reflect on previous lessons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans will be collected

Facilitator:

Coaches, Specialists and Administration

Participants:

Teachers

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

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, and previous SIP documents.

Plan to Monitor Effectiveness of G1.B1.S2

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, common planning agenda, sign in sheets and schedules.

G1.B1.S3 District Workshops

Action Step 1

Participate in district workshops

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Master points

Action Step 2

Provide classroom coverage and monitor implementation of the new strategies.

Person or Persons Responsible

Math Coach, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation

Action Step 3

Collaborate, identify specific content area district workshop needs of teachers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Surveys

Facilitator:

Math Coaches, Administration

Participants:

Teachers

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

Highly encourage and promote participation by teachers in district content area workshops.

Person or Persons Responsible

Math Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Plan Points, Faculty Share out.

Plan to Monitor Effectiveness of G1.B1.S3

Highly encourage and promote participation by teachers in district content area workshops.

Person or Persons Responsible

Math Coach and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Plan Points, Faculty Share Out

G1.B1.S4 Curriculum and rigor professional development

Action Step 1

Monitor implementation of the Gradual Release of Responsibility Model through observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations

Action Step 2

Provide professional development on incorporating rigor into the curriculum guide.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development lesson plans, attendance sheets and exit tickets.

Facilitator:

Math Coach and Administrators

Participants:

Teachers

Action Step 3

Being implementing the Gradual Release of Responsibility Model. This will be reflected in daily lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

Facilitator:

Specialist, Administration, Coach

Participants:

Teachers

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

Design and implement ongoing support for teachers through structured common planning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Common planning agendas and minutes, classroom walk through, data collections coaching logs, admin/teacher data chats. IPDP and support plans.

Plan to Monitor Effectiveness of G1.B1.S4

Design and implement ongoing support for teachers through structured common planning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Common planning agendas and minutes, classroom walk through, data collections coaching logs, admin/teacher data chats. IPDP and support plans.

G1.B1.S5 Gradual Release of Responsibility Model Professional Development

Action Step 1

Professional Development

Person or Persons Responsible

Math coaches, administration, specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation of the implementation of the Gradual Release of Responsibility Model.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Implementation of the Gradual Release of Responsibility Model.

Person or Persons Responsible

Coach and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation of the implementation of the Gradual Release of Responsibility Model.

Plan to Monitor Effectiveness of G1.B1.S5

Highly encourage the implementation of the Gradual Release of Responsibility Model

Person or Persons Responsible

Coach and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, observations, common planning agenda minutes

G1.B2 Effectively utilizing data to make instructional decisions.

G1.B2.S1 Common planning with specific grade level or subject area; invite administration.

Action Step 1

Common planning

Person or Persons Responsible

Specialists, coaches, teachers, administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda, minutes, and lesson plans will be collected.

Facilitator:

Specialists, coaches, administration

Participants:

Teachers

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

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development.

Person or Persons Responsible

Teachers, Math Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

Agenda, minutes and lesson plans will be collected.

Plan to Monitor Effectiveness of G1.B2.S1

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, common planning agenda, sign in sheets and schedules.

G1.B2.S2 District Workshops

Action Step 1

District Workshops

Person or Persons Responsible

Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Master points will be registered on employee profile. Teachers will facilitate a Faculty Share Out of information from the workshop to their grade level.

Facilitator:

Participants:

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

Highly encourage and promote participation by teachers in district content area workshops. Teachers will share knowledge obtained from workshops with appropriate faculty.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Plan Points, Faculty Share Out

Plan to Monitor Effectiveness of G1.B2.S2

Highly encourage and promote participation by teachers in district content area workshops. Teachers will have knowledge obtained from workshops with appropriate faculty.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Plan Points, Faculty Share Out

G1.B2.S3 Coaching Cycle

Action Step 1

Coaching Cycle

Person or Persons Responsible

Specialists, Math Coach, Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase knowledge of data utilization as evident by increased student achievement scores on district mandated assessments.

Facilitator:

Specialist, Math Coach, Teachers, Administration

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Support teachers needs based on CAST. Coordinate professional development for teachers with coach/specialist. Perform informal/formal observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, and previous SIP documents.

Plan to Monitor Effectiveness of G1.B2.S3

Support teachers needs based on CAST. Coordinate professional development for teachers with coach/specialist. Perform informal/formal observations. School based professional needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, PD calendar, feedback forms, for observation, my profile, and previous SIP documents.

G2. Have professional development and collegiate collaboration to disaggregate data and differentiate instruction through PLCs, lesson studies, and common planning using the gradual release of responsibility model to meet the needs of every student.

G2.B1 Students reading below grade level.

G2.B1.S1 All 3-5 Literacy teachers will implement the DCPS Explicit Instructional Gradual Release Framework Model (Introduction, I-Do, We-Do, They Do, You-Do, Closure) with fidelity.

Action Step 1

Teachers will receive professional development on Gradual Release Framework model in the coaching cycle.

Person or Persons Responsible

Administration, Instructional Coaches, District Specialist.

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Evidence of completion would be through documentation in and use of Professional Learning Binders.

Facilitator:

Administration, Instructional Coaches, District Specialist

Participants:

Teachers

Action Step 2

Teachers will plan, prepare, and collaborate common planning on implementation of Gradual Release Framework model for instruction.

Person or Persons Responsible

Teachers/Coaches

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

Action Step 3

Teachers will implement and deliver instruction using the Gradual Release framework.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Aug 2013-Ongoing

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

Facilitator:

Administration, Instructional Coaches, District Specialist

Participants:

Teachers

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

Evidence of professional development opportunities to understand how to effectively implement the DCPS Instructional Framework Model and implement the DCPS Instructional Framework Model in each classroom with fidelity.

Person or Persons Responsible

3-5 Teachers Literacy Coaches Literacy Specialist Administration

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes Data Notebooks

Plan to Monitor Effectiveness of G2.B1.S1

*Lesson Plans (to include DCPS Instructional Framework Model) *Classroom Walk-Throughs *Formal/ Informal Observations *Quarterly Data Chats *Common Planning Time Meeting Minutes *DCPS Coaching Cycle Feedback Forms

Person or Persons Responsible

Administration 3-5 ELA Director

Target Dates or Schedule

*October 2013 *January 2014 *April 2014 *June 2014 Throughout 2013-2014 School Year

Evidence of Completion

*Curriculum Guide Assessments *DAR *2014 FCAT 2.0 *Success Maker *Accelerated Reader

G2.B1.S2 All 3-5 Literacy teachers will participate in professional development opportunities and how to access, analyze, interpret, and use data appropriately to guide core and small group instruction.

Action Step 1

Teachers will participate in professional development (i.e. job-embedded coaching cycles with 3-5 Literacy Specialist and/or school-based Literacy Coach, peer-to-peer observation, common planning time, book studies).

Person or Persons Responsible

Administration, Instructional Coaches, District Specialist.

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

Facilitator:

Administration, Instructional Coaches, District Specialist.

Participants:

Teachers

Action Step 2

Teachers will analyze, and disaggregate data collaboratively in collegiate conversation during professional development to determine next steps in planning student instruction.

Person or Persons Responsible

Coaches Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks

Action Step 3

Teachers will plan and implement lessons based on student data.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

Facilitator:

Administration, Instructional Coaches, District Specialist.

Participants:

Teachers

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

Evidence of effective use of data notebook to monitor differentiation of instructional needs.

Person or Persons Responsible

3-5 Teachers Literacy Coaches Literacy Specialist Administration

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks
Anecdotal Notes Data Notebooks

Plan to Monitor Effectiveness of G2.B1.S2

Lesson Plans (to include DCPS Instructional Framework Model) Classroom Walk-Throughs Formal/
Informal Observations Quarterly Data Chats Common Planning Time Meeting Minutes DCPS Coaching
Cycle Feedback Forms

Person or Persons Responsible

Administration 3-5 ELA Director

Target Dates or Schedule

October 2013 January 2014 April 2014 June 2014 Ongoing Throughout 2013-2014 School Year

Evidence of Completion

Curriculum Guide Assessments DAR 2014 FCAT 2.0

G2.B1.S3 All 3- 5 Literacy teachers will effectively use complex text to support higher-level thinking in delivery of instruction and engage all students.

Action Step 1

Teachers will carefully plan and design a variety of lessons utilizing complex text with rich content base and rigorous and challenging ideas to support and deliver instruction.

Person or Persons Responsible

Coaches Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes

Facilitator:

Administration, Instructional Coaches, District Specialist.

Participants:

Teachers

Action Step 2

Teachers will implement a variety of lessons utilizing complex text with rich content base and rigorous and challenging ideas to support and deliver instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes

Facilitator:

Administration, Instructional Coaches, District Specialist.

Participants:

Teachers

Action Step 3

Teachers will implement and deliver instruction using the Gradual Release framework.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

Facilitator:

Administration, Instructional Coaches, District Specialist.

Participants:

Teachers

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

Evidence of professional development opportunities to understand how to effectively implement the DCPS Instructional Framework Model and implement the DCPS Instructional Framework Model in each classroom with fidelity

Person or Persons Responsible

3-5 Teachers Literacy Coaches Literacy Specialist Administration

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes Data Notebooks

Plan to Monitor Effectiveness of G2.B1.S3

*Lesson Plans (to include DCPS Instructional Framework Model) *Classroom Walk-Throughs *Formal/ Informal Observations *Quarterly Data Chats *Common Planning Time Meeting Minutes *DCPS Coaching Cycle Feedback Forms

Person or Persons Responsible

Administration 3-5 ELA Director

Target Dates or Schedule

*October 2013 *January 2014 *April 2014 *June 2014 *Ongoing Throughout 2013-2014 School Year

Evidence of Completion

*Curriculum Guide Assessments *DAR *2014 FCAT 2.0 *Success Maker *Accelerated Reader

G2.B1.S4 All 3-5 Literacy teachers will differentiate instruction daily for all students through the implementation of the DCPS Instructional Framework, center rotations, etc.

Action Step 1

Teachers will receive professional development on disaggregating data from the IOWA, Reading CGA baseline, DAR data, and FCIMs. teachers will continuously differentiate instruction to meet the needs of all students.

Person or Persons Responsible

Coaches Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes

Facilitator:

Administration, Instructional Coaches, District Specialist.

Participants:

Teachers

Action Step 2

Teachers will continuously develop differentiated lessons and center activities based on formal and informal data to meet the needs of all students using the DCPS instructional framework.

Person or Persons Responsible

Coaches Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes

Facilitator:

Administration, Instructional Coaches, District Specialist.

Participants:

Teachers

Action Step 3

Teachers will effectively implement differentiate center activities based on formal and informal data to meet the needs of all students using the DCPS instructional framework.

Person or Persons Responsible

Administration, Instructional Coaches, District Specialist.

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes

Facilitator:

Administration, Instructional Coaches, District Specialist.

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Evidence of professional development opportunities to understand how to effectively implement the DCPS Instructional Framework Model and implement the DCPS Instructional Framework Model in each classroom with fidelity

Person or Persons Responsible

3-5 Teachers Literacy Coaches Literacy Specialist Administration

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes *Data Notebooks

Plan to Monitor Effectiveness of G2.B1.S4

*Lesson Plans (to include DCPS Instructional Framework Model) *Classroom Walk-Throughs *Formal/ Informal Observations *Quarterly Data Chats *Common Planning Time Meeting Minutes *DCPS Coaching Cycle Feedback Forms

Person or Persons Responsible

Administration 3-5 ELA Director

Target Dates or Schedule

October 2013 January 2014 April 2014 June 2014 Ongoing Throughout 2013-2014 School Year

Evidence of Completion

Curriculum Guide Assessments DAR 2014 FCAT 2.0

G2.B2 Lack of content knowledge/ pedagogy.

G2.B2.S1 All 3-5 Literacy teachers will establish rituals and routines using the CHAMPs model and expectations for each instructional lesson and activity.

Action Step 1

Teachers will model, monitor and provide feedback to students on the implementation of CHAMPs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

Action Step 2

Teachers will plan, prepare, and collaborate how CHAMPs will be presented to students for each instructional activity.

Person or Persons Responsible

Teachers Coaches

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

Action Step 3

Teachers will receive professional development on CHAMPs model and expectations.

Person or Persons Responsible

Administration, Instructional Coaches, District Specialist.

Target Dates or Schedule

Aug 2013-October 2013

Evidence of Completion

CHAMPs Charts

Facilitator:

Administration, Instructional Coaches, District Specialist.

Participants:

Teachers

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

Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school-based Literacy Coach. The school-based Literacy Coach will provide support through the DCPS Coaching Cycle on the implementation of CHAMPs Model as needed. Administration will monitor teachers' CHAMPs routines each week to check for the implementation and provide support as needed.

Person or Persons Responsible

3-5 Teachers Literacy Coaches Literacy Specialist Administration

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks
Anecdotal Notes Data Notebooks

Plan to Monitor Effectiveness of G2.B2.S1

Coach will observe CHAMPs being modeled by the teacher and implemented by the students with fidelity.

Person or Persons Responsible

Administration, Coaches, and Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

CHAMPs charts Positive student behaviors Anecdotal Notes

G2.B2.S2 All 3-5 Literacy teachers will use suitable scaffolding within the classroom instruction.

Action Step 1

Teachers will participate in professional development to better understand how to implement suitable scaffolding throughout classroom instruction.

Person or Persons Responsible

Administration, Instructional Coaches, District Specialist.

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

Facilitator:

Participants:

Action Step 2

Teachers will collaborate in collegiate conversation during professional development to implement suitable scaffolding throughout classroom instruction to determine next steps in planning student instruction.

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

Facilitator:

Participants:

Action Step 3

Teachers will implement suitable scaffolding throughout classroom instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

Facilitator:

Participants:

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

Gradual Release Observation Tool, Standard Based Observation Tool, DI Observation Tool, and Minutes from PLCs, student progress monitoring data, and coaching logs to provide suitable scaffolding.

Person or Persons Responsible

3-5 Teachers Literacy Coaches Literacy Specialist Administration

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks
Anecdotal Notes Data Notebooks

Plan to Monitor Effectiveness of G2.B2.S2

Teachers will debrief on implementation of suitable scaffolding with the Literacy Coach.

Person or Persons Responsible

Administration, Coaches, and Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance
Tasks *Anecdotal Notes *Data Notebooks

G2.B2.S3 All 3- 5 Literacy teachers will use appropriate pacing during lessons to provide students the time needed to intellectually engage and reflect on their learning.

Action Step 1

Teachers will participate in professional development to better understand how to use appropriate pacing for lessons to provide students with the time needed to intellectually engage and reflect on their learning.

Person or Persons Responsible

Administration, Instructional Coaches, District Specialist

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

*Lesson Plans *Student Work Samples/Performance Tasks

Facilitator:

Administration, Instructional Coaches, District Specialist

Participants:

Teachers

Action Step 2

Teachers will collaborate and plan to use appropriate pacing for lessons to provide students with the time needed to intellectually engage and reflect on their learning.

Person or Persons Responsible

Coaches Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans *Student Work Samples/Performance Tasks Anecdotal notes

Facilitator:

Administration, Instructional Coaches, District Specialist

Participants:

Teachers

Action Step 3

Teachers will implement appropriate pacing for lessons to provide students with the time needed to intellectually engage and reflect on their learning

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans *Student Work Samples/Performance Tasks Anecdotal notes

Facilitator:

Administration, Instructional Coaches, District Specialist

Participants:

Teachers

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

Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school-based Literacy Coach. The school-based Literacy Coach will provide support through the DCPS Coaching Cycle on the implementation of CHAMPs Model as needed. Administration will monitor teachers' CHAMPs routines each week to check for the implementation and provide support as needed.

Person or Persons Responsible

3-5 Teachers *Literacy Coaches *Literacy Specialist *Administration

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes *Data Notebooks

Plan to Monitor Effectiveness of G2.B2.S3

Coach will monitor and debrief with the teacher on implementation of appropriate pacing for lessons that will provide students the time needed to intellectually engage and reflect on their learning.

Person or Persons Responsible

Administration, Coaches, and Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes *Data Notebooks

G2.B2.S4 All 3-5 Literacy teachers will create well design task and activities aligned with instructional outcomes.

Action Step 1

Teachers will receive professional development to better create well designed learning tasks and activities aligned with instructional outcomes.

Person or Persons Responsible

Administration, Instructional Coaches, District Specialist.

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans *Student Work Samples/Performance Tasks Anecdotal notes

Facilitator:

Administration, Instructional Coaches, District Specialist

Participants:

Teachers

Action Step 2

Teachers will collaborate and plan to well-designed learning tasks and activities aligned with instructional outcomes.

Person or Persons Responsible

Coaches Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans *Student Work Samples/Performance Tasks Anecdotal notes

Facilitator:

Administration, Instructional Coaches, District Specialist

Participants:

Teachers

Action Step 3

Teachers will create and implement well-designed learning tasks and activities aligned with purposeful instructional outcomes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans *Student Work Samples/Performance Tasks Anecdotal notes

Facilitator:

Administration, Instructional Coaches, District Specialist

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S4

Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school-based Literacy Coach on aligning learning task and activities with purposeful instructional outcomes. The school-based Literacy Coach will provide support on the implementation as well as conduct classroom walk-throughs to monitor.

Person or Persons Responsible

*3-5 Teachers *Literacy Coaches *Literacy Specialist *Administration

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes *Data Notebooks

Plan to Monitor Effectiveness of G2.B2.S4

Coach will monitor and debrief with the teacher on implementation of well- designed learning tasks and activities that align with instructional outcomes. Student response journals will be monitored and rubric scoring will be developed with students.

Person or Persons Responsible

Administration, Coaches, and Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes *Data Notebooks

G2.B3 Students enter grade 4 with a lack of conventional and grammatical skills. They lack opportunities to write based on various genres and they lack the use of vocabulary and formal language.

G2.B3.S1 Teachers will receive professional development in teaching and implementing the Gradual Release Framework as part of the writing process and model exemplary writing to give inspiration and demonstrate how to apply effective writing strategies in a piece of work

Action Step 1

Teachers will participate in explicitly modeled PLCs in the use of formal language using the Gradual Release Framework for writing instruction.

Person or Persons Responsible

Instructional Coaches, Teachers

Target Dates or Schedule

On going 2013-2014 School Year

Evidence of Completion

Common Planning Time, Meeting Minutes, Lesson Plans, Student Work Samples/Performance Tasks, Anecdotal Notes

Action Step 2

Teachers will explicitly model the proper use of formal language, grammar, and conventions during writing instruction using the Gradual Release Framework and provide exemplars for students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going 2013-2014

Evidence of Completion

Student Work Samples/Performance Tasks, Anecdotal Notes

Facilitator:

District Specialist, Instructional Coaches

Participants:

Teachers

Action Step 3

Teachers will effectively implement the Gradual Release Framework model of formal language, grammar and conventions in writing instruction, conference with students and set writing goals.

Person or Persons Responsible

Administration, District Specialist, Instructional Coaches

Target Dates or Schedule

On going 2013-2014

Evidence of Completion

Common Planning Time, Meeting Minutes, Lesson Plans, Student Work Samples/Performance Tasks

Facilitator:

Administration, District Specialist, Instructional Coaches

Participants:

Teachers

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

Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school-based Literacy Coach. The school-based Literacy Coach will provide support through the DCPS Coaching Cycle on the implementation of the Instructional Framework Model as needed. Administration will review teachers' lesson plans each week to check for the implementation of the DCPS Instructional Framework Model as well as conduct classroom walk-throughs and formal/informal observations. The assigned District Literacy Specialist will provide support as needed.

Person or Persons Responsible

Administration, District Specialist

Target Dates or Schedule

On-going 2013-2014 School Year

Evidence of Completion

Common Planning Time Meeting Minutes, Lesson Plans, Student Work Samples/Performance Tasks, Anecdotal Notes, Data Notebooks

Plan to Monitor Effectiveness of G2.B3.S1

Lesson Plans (to include DCPS Instructional Framework Model), Classroom Walk-Throughs, Formal/ Informal Observations, Quarterly Data Chats, Common Planning Time Meeting Minutes, DCPS Coaching Cycle Feedback Forms

Person or Persons Responsible

Administration, District Specialist

Target Dates or Schedule

On-going 2013-2014 School Year

Evidence of Completion

Curriculum Guide Assessments, District Writing Prompts

G3. Andrew Robinson Elementary will increase the number of students who score at least a Level 3 on the 2014 Grade 5 FCAT 2.0 by at least 16%.

G3.B1 Lack of pedagogy and content knowledge.

G3.B1.S1 Coaching cycle

Action Step 1

Provide classroom coverage, monitor implementation of the new strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations

Action Step 2

Participate in the coaching cycle.

Person or Persons Responsible

District math specialist, administration, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance sheets, exit tickets

Facilitator:

District science specialist, administration

Participants:

Teacher

Action Step 3

Collaboratively, identify the needs of the teacher.

Person or Persons Responsible

District science specialist, administration, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Surveys

Facilitator:

District Science district, administration

Participants:

Teachers

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

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, and previous SIP documents.

Plan to Monitor Effectiveness of G3.B1.S1

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, previous SIP documents.

G3.B1.S2 District Workshops

Action Step 1

Collaboratively, identify specific content area district workshop needs of teachers.

Person or Persons Responsible

District science specialist, lead teachers, administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Suvery

Facilitator:

District Faciliators

Participants:

Teaches, coaches

Action Step 2

Participate in district workshops

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Points

Facilitator:

District Faciliators

Participants:

Coaches, teachers

Action Step 3

Provide classroom coverage and monitor implementation of the new strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations

Facilitator:

District Facilitators

Participants:

Coaches, teachers

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

Highly encourage and promote participation by teachers in district content area workshops.

Person or Persons Responsible

Teachers, coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Plan Points, Faculty Share Out

Plan to Monitor Effectiveness of G3.B1.S2

Highly encourage and promote participation by teachers in district content area workshops.

Person or Persons Responsible

Coaches, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Master plan points, faculty share out.

G3.B1.S3 Gradual Release of of Responsibility Model Professional Development

Action Step 1

Begin implementing the Gradual Release of Responsibility Model. This will be reflected in daily lesson plans.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Facilitator:

Coaches, Administration

Participants:

Teachers

Action Step 2

Provide professional development on implementing the Gradual Release of Responsibility Model.

Person or Persons Responsible

Coaches, administration, Lead teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

PD lesson plans, attendance sheets, exit tickets

Facilitator:

District Specialist, Administration

Participants:

Coaches, teachers

Action Step 3

Monitor implementation of Gradual Release of Responsibility Model through observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation

Facilitator:

Administration

Participants:

Teachers

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

Implementation of the Gradual Release of Responsibility Model.

Person or Persons Responsible

Administration, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, and previous SIP documents.

Plan to Monitor Effectiveness of G3.B1.S3

Highly encourage the implementation of the Gradual Release of Responsibility Model.

Person or Persons Responsible

Coaches, administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, observations, common planning agenda minutes.

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

1. Title I, Part A - Funds used to provide field experiences for students in the areas of Math, Science, Engineering, Technology, and the Arts.
2. SAI - Services provided to ensure students requiring additional remediation receive additional instructional support during the school day by part-time tutors.
3. Nutrition Programs - The school participates in the CEO universal meal program which provides free breakfast and lunch to all students who attend the school.
4. Violence Prevention Programs - The Second Step Bully Prevention program is the required character education program implemented in the district. Social skills training is provided to those who struggle with appropriately interacting with others.
5. Title X Homeless - Homeless students living in our attendance area qualify for Title I services offered at the school. Services include the meals program and the opportunity to enroll in the Team Up afterschool program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. K-5 mathematics teachers will implement the new district curriculum guides with fidelity.

G1.B1 Lack of pedagogy and content knowledge.

G1.B1.S1 Coaching cycle

PD Opportunity 1

Collaboratively identify the needs of the teacher.

Facilitator

Math Coach, Administration, Teacher

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Surveys

PD Opportunity 2

Provide classroom coverage, monitor implementation of the new strategies.

Facilitator

Administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation

PD Opportunity 3

Coaching Cycle

Facilitator

Math Coaches, Specialists and Administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the rigor of instruction as evidenced by increase in number of higher order thinking questions posed to students and their ability to write to them in their journals and exit tickets. Goal sheets, feedback sheets, and debrief notes from coaching cycle will also be collected.

G1.B1.S2 Common planning with specific grade level or subject area; invite administration

PD Opportunity 1

Monitor meetings, lesson plans, and minutes.

Facilitator

Math Coach, Specialist

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, Minutes

PD Opportunity 2

Facilitate Common Planning

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations

PD Opportunity 3

Meet together to analyze data, create lesson plans and reflect on previous lessons.

Facilitator

Coaches, Specialists and Administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans will be collected

G1.B1.S3 District Workshops

PD Opportunity 1

Collaborate, identify specific content area district workshop needs of teachers.

Facilitator

Math Coaches, Administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Surveys

G1.B1.S4 Curriculum and rigor professional development

PD Opportunity 1

Provide professional development on incorporating rigor into the curriculum guide.

Facilitator

Math Coach and Administrators

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development lesson plans, attendance sheets and exit tickets.

PD Opportunity 2

Being implementing the Gradual Release of Responsibility Model. This will be reflected in daily lesson plans.

Facilitator

Specialist, Administration, Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

G1.B1.S5 Gradual Release of Responsibility Model Professional Development

PD Opportunity 1

Professional Development

Facilitator

Participants

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation of the implementation of the Gradual Release of Responsibility Model.

G1.B2 Effectively utilizing data to make instructional decisions.

G1.B2.S1 Common planning with specific grade level or subject area; invite administration.

PD Opportunity 1

Common planning

Facilitator

Specialists, coaches, administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda, minutes, and lesson plans will be collected.

G1.B2.S2 District Workshops

PD Opportunity 1

District Workshops

Facilitator

Participants

Target Dates or Schedule

Ongoing

Evidence of Completion

Master points will be registered on employee profile. Teachers will facilitate a Faculty Share Out of information from the workshop to their grade level.

G1.B2.S3 Coaching Cycle

PD Opportunity 1

Coaching Cycle

Facilitator

Specialist, Math Coach, Teachers, Administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase knowledge of data utilization as evident by increased student achievement scores on district mandated assessments.

G2. Have professional development and collegiate collaboration to disaggregate data and differentiate instruction through PLCs, lesson studies, and common planning using the gradual release of responsibility model to meet the needs of every student.

G2.B1 Students reading below grade level.

G2.B1.S1 All 3-5 Literacy teachers will implement the DCPS Explicit Instructional Gradual Release Framework Model (Introduction, I-Do, We-Do, They Do, You-Do, Closure) with fidelity.

PD Opportunity 1

Teachers will receive professional development on Gradual Release Framework model in the coaching cycle.

Facilitator

Administration, Instructional Coaches, District Specialist

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Evidence of completion would be through documentation in and use of Professional Learning Binders.

PD Opportunity 2

Teachers will implement and deliver instruction using the Gradual Release framework.

Facilitator

Administration, Instructional Coaches, District Specialist

Participants

Teachers

Target Dates or Schedule

Aug 2013-Ongoing

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

G2.B1.S2 All 3-5 Literacy teachers will participate in professional development opportunities and how to access, analyze, interpret, and use data appropriately to guide core and small group instruction.

PD Opportunity 1

Teachers will participate in professional development (i.e. job-embedded coaching cycles with 3-5 Literacy Specialist and/or school-based Literacy Coach, peer-to-peer observation, common planning time, book studies).

Facilitator

Administration, Instructional Coaches, District Specialist.

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

PD Opportunity 2

Teachers will plan and implement lessons based on student data.

Facilitator

Administration, Instructional Coaches, District Specialist.

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

G2.B1.S3 All 3- 5 Literacy teachers will effectively use complex text to support higher-level thinking in delivery of instruction and engage all students.

PD Opportunity 1

Teachers will carefully plan and design a variety of lessons utilizing complex text with rich content base and rigorous and challenging ideas to support and deliver instruction.

Facilitator

Administration, Instructional Coaches, District Specialist.

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes

PD Opportunity 2

Teachers will implement a variety of lessons utilizing complex text with rich content base and rigorous and challenging ideas to support and deliver instruction.

Facilitator

Administration, Instructional Coaches, District Specialist.

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes

PD Opportunity 3

Teachers will implement and deliver instruction using the Gradual Release framework.

Facilitator

Administration, Instructional Coaches, District Specialist.

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

G2.B1.S4 All 3-5 Literacy teachers will differentiate instruction daily for all students through the implementation of the DCPS Instructional Framework, center rotations, etc.

PD Opportunity 1

Teachers will receive professional development on disaggregating data from the IOWA, Reading CGA baseline, DAR data, and FCIMs. teachers will continuously differentiate instruction to meet the needs of all students.

Facilitator

Administration, Instructional Coaches, District Specialist.

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes

PD Opportunity 2

Teachers will continuously develop differentiated lessons and center activities based on formal and informal data to meet the needs of all students using the DCPS instructional framework.

Facilitator

Administration, Instructional Coaches, District Specialist.

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes

PD Opportunity 3

Teachers will effectively implement differentiate center activities based on formal and informal data to meet the needs of all students using the DCPS instructional framework.

Facilitator

Administration, Instructional Coaches, District Specialist.

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes

G2.B2 Lack of content knowledge/ pedagogy.

G2.B2.S1 All 3-5 Literacy teachers will establish rituals and routines using the CHAMPs model and expectations for each instructional lesson and activity.

PD Opportunity 1

Teachers will receive professional development on CHAMPs model and expectations.

Facilitator

Administration, Instructional Coaches, District Specialist.

Participants

Teachers

Target Dates or Schedule

Aug 2013-October 2013

Evidence of Completion

CHAMPs Charts

G2.B2.S2 All 3-5 Literacy teachers will use suitable scaffolding within the classroom instruction.

PD Opportunity 1

Teachers will participate in professional development to better understand how to implement suitable scaffolding throughout classroom instruction.

Facilitator

Participants

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

PD Opportunity 2

Teachers will collaborate in collegiate conversation during professional development to implement suitable scaffolding throughout classroom instruction to determine next steps in planning student instruction.

Facilitator

Participants

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

PD Opportunity 3

Teachers will implement suitable scaffolding throughout classroom instruction

Facilitator

Participants

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

G2.B2.S3 All 3- 5 Literacy teachers will use appropriate pacing during lessons to provide students the time needed to intellectually engage and reflect on their learning.

PD Opportunity 1

Teachers will participate in professional development to better understand how to use appropriate pacing for lessons to provide students with the time needed to intellectually engage and reflect on their learning.

Facilitator

Administration, Instructional Coaches, District Specialist

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

*Lesson Plans *Student Work Samples/Performance Tasks

PD Opportunity 2

Teachers will collaborate and plan to use appropriate pacing for lessons to provide students with the time needed to intellectually engage and reflect on their learning.

Facilitator

Administration, Instructional Coaches, District Specialist

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans *Student Work Samples/Performance Tasks Anecdotal notes

PD Opportunity 3

Teachers will implement appropriate pacing for lessons to provide students with the time needed to intellectually engage and reflect on their learning

Facilitator

Administration, Instructional Coaches, District Specialist

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans *Student Work Samples/Performance Tasks Anecdotal notes

G2.B2.S4 All 3-5 Literacy teachers will create well design task and activities aligned with instructional outcomes.

PD Opportunity 1

Teachers will receive professional development to better create well designed learning tasks and activities aligned with instructional outcomes.

Facilitator

Administration, Instructional Coaches, District Specialist

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans *Student Work Samples/Performance Tasks Anecdotal notes

PD Opportunity 2

Teachers will collaborate and plan to well-designed learning tasks and activities aligned with instructional outcomes.

Facilitator

Administration, Instructional Coaches, District Specialist

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans *Student Work Samples/Performance Tasks Anecdotal notes

PD Opportunity 3

Teachers will create and implement well-designed learning tasks and activities aligned with purposeful instructional outcomes.

Facilitator

Administration, Instructional Coaches, District Specialist

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans *Student Work Samples/Performance Tasks Anecdotal notes

G2.B3 Students enter grade 4 with a lack of conventional and grammatical skills. They lack opportunities to write based on various genres and they lack the use of vocabulary and formal language.

G2.B3.S1 Teachers will receive professional development in teaching and implementing the Gradual Release Framework as part of the writing process and model exemplary writing to give inspiration and demonstrate how to apply effective writing strategies in a piece of work

PD Opportunity 1

Teachers will explicitly model the proper use of formal language, grammar, and conventions during writing instruction using the Gradual Release Framework and provide exemplars for students.

Facilitator

District Specialist, Instructional Coaches

Participants

Teachers

Target Dates or Schedule

On going 2013-2014

Evidence of Completion

Student Work Samples/Performance Tasks, Anecdotal Notes

PD Opportunity 2

Teachers will effectively implement the Gradual Release Framework model of formal language, grammar and conventions in writing instruction, conference with students and set writing goals.

Facilitator

Administration, District Specialist, Instructional Coaches

Participants

Teachers

Target Dates or Schedule

On going 2013-2014

Evidence of Completion

Common Planning Time, Meeting Minutes, Lesson Plans, Student Work Samples/Performance Tasks

G3. Andrew Robinson Elementary will increase the number of students who score at least a Level 3 on the 2014 Grade 5 FCAT 2.0 by at least 16%.

G3.B1 Lack of pedagogy and content knowledge.

G3.B1.S1 Coaching cycle

PD Opportunity 1

Participate in the coaching cycle.

Facilitator

District science specialist, administration

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance sheets, exit tickets

PD Opportunity 2

Collaboratively, identify the needs of the teacher.

Facilitator

District Science district, administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Surveys

G3.B1.S2 District Workshops

PD Opportunity 1

Collaboratively, identify specific content area district workshop needs of teachers.

Facilitator

District Faciliators

Participants

Teaches, coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Suvery

PD Opportunity 2

Participate in district workshops

Facilitator

District Facilitators

Participants

Coaches, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Points

PD Opportunity 3

Provide classroom coverage and monitor implementation of the new strategies.

Facilitator

District Facilitators

Participants

Coaches, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations

G3.B1.S3 Gradual Release of of Responsibility Model Professional Development

PD Opportunity 1

Begin implementing the Gradual Release of Responsibility Model. This will be reflected in daily lesson plans.

Facilitator

Coaches, Administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

PD Opportunity 2

Provide professional development on implementing the Gradual Release of Responsibility Model.

Facilitator

District Specialist, Administration

Participants

Coaches, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PD lesson plans, attendance sheets, exit tickets

PD Opportunity 3

Monitor implementation of Gradual Release of Responsibility Model through observations.

Facilitator

Administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation

Appendix 2: Budget to Support School Improvement Goals