



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mandarin Oaks Elementary School

10600 HORNETS NEST RD

Jacksonville, FL 32257

904-260-5820

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 39%
Alternative/ESE Center No	Charter School No	Minority Rate 40%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Mandarin Oaks Elementary School

Principal

Patricia P. Carson

School Advisory Council chair

Christopher J. Johnson

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

Name	Title
Patricia P. Carson	Principal
Donna Tucker	Assistant Principal
Stephanie Stripling-Mitchell	Assistant Principal
Marjorie Bodin	Literacy Coach
Nicole Critch	ESE Coordinator

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

SAC membership is composed of the principal, teachers, educational support, business partners, and parents. The membership is balanced and members represent the racial and ethnic groups served by the school.

Involvement of the SAC in the development of the SIP

A committee of SAC members met to assist with the preparation of the School Improvement Plan. The committee members discussed ways to promote education and recommended activities to the Principal. The ideas were presented and agreed upon at the September SAC meeting.

Activities of the SAC for the upcoming school year

SAC set two goals this school year. The first goal is to maintain consistent SAC membership throughout the school year. SAC would also like to expand and increase parent participation at events such as Parent Expo, Literacy and Math Night, and Science Night.

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

All school improvement funds will be used to support the implementation of Common Core.

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Patricia P. Carson

Principal

Years as Administrator: 25

Years at Current School: 11

Credentials

B.S. in Education, M. Ed. Exceptional Student Education
M.S. in Educational Leadership, Principal Certification K-12

Performance Record

2012-2013 Mandarin Oaks Elementary School Grade: A
Proficiency: Reading (78%) Math (81%)
Learning Gains: Reading (73%) Math (70%)
2011-2012 Mandarin Oaks Elementary School Grade: A
Learning Gains: Reading (79%) Math (84%)
Proficiency: Reading (75%) Math (78%)
2010-2011 Mandarin Oaks Elementary School Grade: A
Learning Gains: Reading (89%) Math (92%)
Proficiency: Reading (72%) Math (74%)
2009-2010 Mandarin Oaks Elementary School Grade: A
Learning Gains: Reading (70%) Math (80%)
Proficiency: Reading (88%) Math (90%)

Marjorie Bodin		
Full-time / School-based	Years as Coach: 2	Years at Current School: 6
Areas	Reading/Literacy	
Credentials	B.S. Early Childhood / Elementary Education, Middle Grades English (5-9)	
Performance Record	2012-2013 Mandarin Oaks Elementary School Grade: A, Reading Proficiency: 78%, Reading Gains: 73%, 2011-2012 Mandarin Oaks Elementary School Grade: A, Reading Proficiency: 75%, Reading Gains: 79%, 2010-2009 Mandarin Oaks Elementary School Grade: A, Reading Proficiency: 72%, Reading Gains: 89%,	

Classroom Teachers

# of classroom teachers	82
# receiving effective rating or higher	79, 96%
# Highly Qualified Teachers	95%
# certified in-field	82, 100%
# ESOL endorsed	43, 52%
# reading endorsed	2, 2%
# with advanced degrees	32, 39%
# National Board Certified	4, 5%
# first-year teachers	5, 6%
# with 1-5 years of experience	17, 21%
# with 6-14 years of experience	31, 38%
# with 15 or more years of experience	29, 35%

Education Paraprofessionals

of paraprofessionals

17

Highly Qualified

17, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

10

receiving effective rating or higher

10, 100%

Teacher Recruitment and Retention Strategies

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

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

Mandarin Oaks Elementary takes great pride in its teachers and works proactively to retain their services and recruit those who are highly qualified. Mandarin Oaks works collaboratively with the University of North Florida to host literacy interns, pre-interns obtaining field experience, and student teachers finalizing their course of study to become full-time certified and ESOL endorsed teachers. By doing this, our school has the opportunity to recruit teachers with current research-based training and those who are already familiar with our students and programs.

In order to maintain our highly qualified teachers, Mandarin Oaks provides continuous support to its staff. On the first day of school, all new faculty members meet with administrators to receive new teacher handbooks and pertinent information to assure a successful school year. In addition, all new teachers are partnered with a veteran and highly qualified teacher to serve as their mentor and work hand-in-hand with them throughout the year to create a smooth transition. Marjorie Bodin, our literacy coach and professional development facilitator, leads the Mentoring and Induction for Novice Teachers (MINT) program for teachers with 3 or fewer years of service as well as those experienced teachers who are in need of additional support. MINT program participants have regularly scheduled meetings each month to review district expectations and to address the needs and concerns of our novice teachers. All teachers are given the opportunity to observe their peers and participate in professional learning communities. This allows all teachers to grow and develop effective and highly-effective instructional practices. Professional development opportunities in current research-based methods are provided for all faculty members to enhance continuity and create highly-qualified teachers.

Teacher Mentoring Program/Plan

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

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

Beginning teachers as well as experienced teachers in need of improvement or new to Mandarin Oaks are paired with an effective or highly effective teacher to be their mentor. Mentors and mentees are paired according to subject and /or grade commonalities. The mentor teacher and mentee work together through all steps of the MINT program. The MINT program is coordinated by the professional development facilitator. All participants in the MINT program meet on the first Wednesday morning of every month to discuss needed training, resources, focus observations, and district expectations. All teachers are provided with continuous support for modeling best practices, resources to enhance

instructional delivery, and professional development to improve classroom management as well as develop highly qualified teachers.

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

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

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

Members of the school-based MTSS Leadership Team meet with School Advisory Council (SAC) and help develop the School Improvement Plan. Utilizing the previous year's data, information on Tier I, Tier II, and Tier III targets are reviewed, and the major focus is on the following areas:

- FCAT 2.0 scores and the lowest 25%
- AMO target groups
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services

The MTSS Facilitator provides professional development for the faculty and SAC members on the MTSS process.

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

- Patricia Carson – Principal

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

- Andrea Novak – MTSS Facilitator

Provides leadership and support to the MTSS team; acts as liaison for implementation of MTSS at the school level; receives ongoing MTSS training and delivers information to school; assists with identifying students in need of direct intervention services and tracks student progress; guides school in using data to make decisions about interventions and strategies that support MTSS.

- Marjorie Bodin--Literacy Coach

Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Provides information about core instruction; participates in student data collection; delivers Tier I instruction/interventions; collaborates with other staff to implement Tier II and/or Tier III interventions; integrates Tier I materials/instruction with Tier II/III activities.

- Margaret Driussi--Media Specialist

Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Provides information about core instruction; participates in student data collection; delivers Tier I instruction/interventions; collaborates with other staff to implement Tier II and/or Tier III interventions; integrates Tier I materials/instruction with Tier II/III activities.

- Chris Kern – Special Education Teacher

Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier II and/or Tier III instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

- Angela Kitchings – General Education Teacher

Provides information about core instruction; participates in student data collection; delivers Tier I instruction/interventions; collaborates with other staff to implement Tier II and/or Tier III interventions; integrates Tier I materials/instruction with Tier II/III activities.

- Pam Kibler – Guidance Counselor

Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provide consultation services to general and special education teachers, parents, and administrators; provide group and individual student interventions; and conduct direct observation of student behavior.

- Donna Tucker and Stephanie Stripling-Mitchell – Assistant Principals

Provide information about school-wide and class-wide behavior curriculum and instruction; participate in behavioral data collection; provide professional development principles of Foundation to faculty and staff; and collaborate with staff to implement behavioral intervention.

- Sandra Baker, Angie Mackay, or Brandi Bussey – Speech-Language Pathologists

Provide language based Tier II and Tier III classroom intervention suggestions for academic concerns that appear to have a possible language base. This is based on teacher input, classroom and/or state/district assessments, and classroom language observation. If success is not made with Tier II interventions done and documented in the classroom with fidelity for a reasonable period of time (approximately 5 weeks), the MTSS team attempts to obtain consent for a language evaluation. Tier III classroom interventions are also recommended by the SLP to be started and documented by the teacher while the SLP completes the language evaluation.

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

The school-based MTSS Leadership Team meets monthly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Tier I – Core Instruction is in place, the team identifies students who are not meeting identified targets. The identified students are referred to school-based MTSS Leadership Team.

The MTSS team supports the Collaborative Problem-solving teams through their use of the Problem Solving Model. Based on data and discussion, the CPST teams identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive through the application of Foundation strategies). An intervention plan is developed which identifies a student's specific areas of deficiencies and appropriate research-based intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, MTSS/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings. A member of the CPST teams works collaboratively with the members of the MTSS team and reports any concerns that need to be addressed from their collaborative meetings.

Problem Solving Model

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design and Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented and monitored by the school Foundations team.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both the legislative actions support all students achieving benchmarks regardless of their status in general or special education.

A specific time is dedicated every day in every classroom during the 90 minute academic block to provide additional educational and behavioral support for all Tier 1, Tier 2, and Tier 3 students. Research based materials/strategies are used to remediate and/or enrich students. Monthly meetings are held with

the MTSS team to discuss next steps and issues which need to be addressed concerning students needs. In addition, grade level/common planning meetings are held to review skills and data for students and realign groups according to student needs.

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

Baseline Data

* Florida Comprehensive Assessment Test (FCAT 2.0)* FLKRS-K* Curriculum Guide Assessment-Baseline Reading-Math-Science-Writing * IOWA *I Ready *Success Maker* Florida Assessment for Instruction in Reading (FAIR)-K Phonemic Awareness/Sight Words/Letter Recognition* DAR * Progress Monitoring and Reporting Network (PMRN)* Comprehensive English Language Learning Assessment (CELLA) * Office Discipline Referrals* Retentions *Absences/ Tardies

Mid-Year Data

* Florida Assessment for Instruction in Reading (FAIR)-K * DAR* Quarterly Curriculum Guide Assessments Reading Math Science Writing* Duval County Timed Writing Assessments* Progress Monitoring and Reporting Network (PMRN)

End of Year Data

* Florida Assessment for Instruction in Reading (FAIR)-K* Curriculum Guide Assessments * Florida Comprehensive Assessment Test (FCAT 2.0) * FCAT 2.0 Writes *IOWA * I-Ready

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

Teachers and staff are provided ongoing trainings and updates regarding current information necessary to implement the MTSS process.

The school will provide meetings with parents, teachers and guidance to share the data regarding their child's academic performance. This gives the parent an understanding of where the child is at the time of the meeting and the support from the data observed from the child over a certain time frame. Parents will be able to actively help support their child as he/she continues toward academic success with the help of all parties.

After continued interventions, teachers, parents, and support staff will meet to review effectiveness of strategies, evaluation of progress and whether or not to proceed to MRT for determination of eligibility for exceptional education services.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 1,080

The students scoring level 1 and level 2 on the previous year's FCAT will be encouraged to attend before and/or after school tutoring. The tutoring sessions are 30 minutes before school and/or one hour after school.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students will utilize Ready Common Core Reading Program by Curriculum Associates for tutoring. This curriculum includes a pre/post test to measure student growth.

Students will utilize Math Navigator for remediation in math. This curriculum includes a pre/post test to measure student growth.

Who is responsible for monitoring implementation of this strategy?

The teacher will be responsible for determining the level of placement for the student based on the pretest. The teacher will also report and work with the literacy coach and assistant principal to map out the progress and development of the tutoring programs.

Literacy Leadership Team (LLT)

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

Name	Title
Patricia Carson	Principal
Donna Tucker	Assistant Principal
Stephanie Stripling-Mitchell	Assistant Principal
Marjorie Bodin	Literacy Coach
Missi Driussi	Media Specialist
Lani Arci	1st Grade Literacy Lead Teacher
Dorothy Browning	5th Grade Literacy Lead Teacher
Bronita Bowens	4th Grade Literacy Lead Teacher
Michelle Brown	3rd Grade Literacy Lead Teacher
Chevaugn Sasso	2nd Grade Literacy Lead Teacher
Kaye Stegink	Kindergarten Literacy Lead Teacher

How the school-based LLT functions

The Literacy Leadership Team meets on the first Wednesday of every month to address school needs and plan for upcoming events. The LLT members attend district and state literacy training and share important topics with their grade level. LLT members provide professional development on various literacy topics and reading programs during early release trainings and at grade level meetings. LLT members meet to disaggregate data and create remediation and enrichment groups based on tested

skills. Grade level literacy leads collaborate with their peers to develop common assessments and create literacy goals to enhance student achievement. The LLT collaboratively works with all teachers to promote the 25 Book Campaign and the Million Word Campaign throughout the school.

Major initiatives of the LLT

The Literacy Leadership Team will work to implement the new instructional framework / gradual release method in all literacy blocks as well as work to increase the use of complex and informational texts in the classroom on a daily basis. The goal of the LLT is to promote a love for reading and provide the support and assistance needed to maximize student achievement. Team members will model best practices and provide professional development that allows teachers the opportunity to incorporate research-based instructional strategies in their classroom.

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	82%	78%	No	84%
American Indian				
Asian	88%	86%	No	89%
Black/African American	70%	55%	No	73%
Hispanic	84%	83%	No	86%
White	84%	87%	Yes	86%
English language learners	54%	38%	No	58%
Students with disabilities	68%	52%	No	71%
Economically disadvantaged	75%	70%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	152	31%	35%
Students scoring at or above Achievement Level 4	235	47%	50%

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>		43%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	245	73%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	92	74%	79%

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)	20	50%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	26%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		23%

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	114	71%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		55%

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	81%	80%	No	83%
American Indian				
Asian	85%	97%	Yes	87%
Black/African American	71%	58%	No	74%
Hispanic	75%	81%	Yes	78%
White	83%	87%	Yes	85%
English language learners	79%	69%	No	81%
Students with disabilities	63%	46%	No	66%
Economically disadvantaged	73%	72%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	32%	35%
Students scoring at or above Achievement Level 4	241	49%	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		25%
Students scoring at or above Level 7	[data excluded for privacy reasons]		35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	235	70%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	86	69%	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	59	37%	50%
Students scoring at or above Achievement Level 4	50	31%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		32%

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	114	9%	3%
Students retained, pursuant to s. 1008.25, F.S.	20	1%	0%
Students who are not proficient in reading by third grade	4	2%	1%
Students who receive two or more behavior referrals	13	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	91	7%	4%

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 overall goal is to increase parent support and involvement. This can be done by joining PTA and by participating in school events such as Literacy and Math Night, and Science Night which provide educational opportunities for parents to learn about the various aspects of the curriculum and strategies for helping their children at home. Parents and students that attend will be exempt from homework for that evening. If possible, offer low cost dinner options at all major events through prepaid orders or orders onsite that evening.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents joining PTA by 10%	560	49%	59%
Increase attendance at Literacy and Math by 10%	243	21%	31%
Increase attendance at Science Night by 10%	228	20%	30%

Goals Summary

- G1.** Increase exposure to and comprehension of complex texts.
- G2.** Every grade will implement aligned investigations weekly.
- G3.** Improve English proficiency for all English Language Learners in the domains of reading, writing, speaking, and listening.
- G4.** K-5 mathematics teachers will implement differentiated math centers with fidelity.
- G5.** Increase writing proficiency across all grade levels.

Goals Detail

G1. Increase exposure to and comprehension of complex texts.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Science
- Science - Elementary School

Resources Available to Support the Goal

- 1. 3-5 Novel Studies
- 2. Common Core Appendix C, Text Exemplars
- 3. Science Curriculum
- 4. K-2 Media Resource Classes
- 5. Close Reading Baskets
- 6. Literacy Coach
- 7. Super Science, National Geographic magazines, Time for Kids
- 8. Making Words and other vocabulary resources

Targeted Barriers to Achieving the Goal

- 1. Students are reading below grade level
- 2. Lack of student engagement
- 3. Lack of effective lessons using informational texts

Plan to Monitor Progress Toward the Goal

Analyze data from quarterly CGAs in grades 2-5 and create remediation groups based on student needs. Administer DAR 2-3 times a year depending on FLKRS / Iowa results.

Person or Persons Responsible

K-5 Teachers Literacy Coach Administrators

Target Dates or Schedule:

Weekly and/or Quarterly

Evidence of Completion:

Monitor Curriculum Guide Assessment Data, Formative and Summative assessments, DAR Iowa 2014 FCAT 2.0 assessments.

G2. Every grade will implement aligned investigations weekly.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Duval County Curriculum Guide
- Gizmos
- Pearson Interactive Science textbook and workbook
- District Science specialist

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge

Plan to Monitor Progress Toward the Goal

Administrators will monitor the use of aligned investigations through lesson plans, informal observations, curriculum guide assessment data and 5th grade FCAT science data.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Lesson plans and informal observations will occur weekly. Curriculum guide assessment data will be analyzed quarterly. 5th grade FCAT science data will be analyzed at the end of the 2013-2014 school year.

Evidence of Completion:

Lesson plans Informal observations Curriculum guide assessments 5th grade FCAT

G3. Improve English proficiency for all English Language Learners in the domains of reading, writing, speaking, and listening.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Idea Kits ??\$\$
- Listening stations
- Flash Cards
- visual aids
- Language Master ??\$\$
- Books on tape

Targeted Barriers to Achieving the Goal

- Little or no understanding of the English language and/or no educational background in the native language
- Limited academic support and economic resources to pursue cultural opportunities

Plan to Monitor Progress Toward the Goal

DAR testing will be administered 2-3 times per year to monitor students' progress. Grade level vocabulary assessments will be administered quarterly to monitor progress. Curriculum Guide Assessments will be given quarterly to measure growth.

Person or Persons Responsible

Administrators Literacy Coach

Target Dates or Schedule:

Quarterly October 2013, January 2014, April 2014, June 2014

Evidence of Completion:

CELLA test 2014 FCAT 2.0 AMO goal

G4. K-5 mathematics teachers will implement differentiated math centers 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

- I Ready
- Ready Resource Materials
- Math Investigations Games
- CPALMs
- www.readtennessee.org (K-3)

Targeted Barriers to Achieving the Goal

- Lack of experience implementing differentiated math centers.

Plan to Monitor Progress Toward the Goal

Monitor quarterly curriculum guide assessments and I-Ready assessments to make sure that students are progressing to meet end of the year achievement levels on FCAT 2.0

Person or Persons Responsible

Administration, Lead Teachers

Target Dates or Schedule:

September 2013-June 2014

Evidence of Completion:

Students will show growth on 2014 FCAT 2.0 that is reflective of a trajectory that will meet end of the year targets.

G5. Increase writing proficiency across all grade levels.**Targets Supported**

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

Resources Available to Support the Goal

- Novel studies
- Interactive Word Walls
- Vocabulary resources- Wordly Wise & Making Words
- Literacy Coach
- District Specialist

Targeted Barriers to Achieving the Goal

- Lack of vocabulary development
- Lack of background in grammar conventions, mechanics, and punctuation

Plan to Monitor Progress Toward the Goal

Writing prompts will be administered throughout the year. 2014 FCAT Writes

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule:

August/September 2013, December 2013, February 2014, May 2014

Evidence of Completion:

Writing proficiency levels increase by 8%.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase exposure to and comprehension of complex texts.

G1.B1 1. Students are reading below grade level

G1.B1.S1 Using assessment data, teachers will differentiate instruction to meet the needs of all students based on various learning styles, interests, and abilities.

Action Step 1

Provide small group instruction using complex text to rotating groups of students based on student needs obtained from data reports.

Person or Persons Responsible

K-5 Literacy Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Student Data Reports Lesson Plans Anecdotal Notes Literacy Center Activities

Action Step 2

Create leveled tasks and tiered learning activities to be used during center rotations.

Person or Persons Responsible

K-5 Teachers Literacy Coach

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Student Work Center Rotation Activities Lesson Plans

Action Step 3

Participate in professional development on how to differentiate instruction to meet the needs of all students through Common Planning sessions with school based literacy coach using data obtained from DAR test.

Person or Persons Responsible

K-5 Literacy Teachers

Target Dates or Schedule

September - October 2013

Evidence of Completion

PD attendance sheet DAR assessment student data reports Lesson Plans

Facilitator:

Reading Coach

Participants:

K-5 Literacy Teachers

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

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

Person or Persons Responsible

3-5 Literacy Teachers School-Based Literacy Coach Literacy Specialist

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

Plan to Monitor Effectiveness of G1.B1.S1

Lesson Plans (to include tiered/leveled activities) Classroom Walk-throughs Formal/Informal Observations Quarterly Data Chats Common Planning Time Meeting Minutes DCPS Coaching Cycle Feedback Forms

Person or Persons Responsible

Administration 3-5 ELA Director

Target Dates or Schedule

October 2013 January 2014 April 2014 June 2014

Evidence of Completion

Curriculum Guide Assessments DAR 2014 FCAT 2.0

G1.B1.S2 Implement the Gradual Release of Responsibility Method of instruction in all subject areas.

Action Step 1

Plan and implement lessons following the gradual release model with school based literacy coach and grade level team during weekly common planning.

Person or Persons Responsible

K-5 teachers Literacy Coach

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson Plans

Action Step 2

Deliver engaging lessons using the gradual release model that provide students sufficient time to practice and master new skills and strategies.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson Plans Student Work Task Performances Student Assessments

Action Step 3

Participate in professional development on how to implement the DCPS Instructional Framework-Gradual Release Model (Introduction, I-Do, We-Do, You-Do, Closure) with fidelity.

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

August 2013 - September 2013

Evidence of Completion

PD Attendance Sheet Classroom Walk-Throughs Lesson Plans

Facilitator:

Literacy Coach

Participants:

K-5 Teachers

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

Weekly common planning with Literacy Coach Review of lesson plans for implementation of the gradual release model

Person or Persons Responsible

Literacy Coach Administrators Literacy Specialist

Target Dates or Schedule

Weekly from September 2013-June 2014

Evidence of Completion

Lesson Plans Classroom Walk-throughs Formal/Informal Observations

Plan to Monitor Effectiveness of G1.B1.S2

Lesson Plans indicating components of gradual release Classroom Walk-Throughs Quarterly Data Chats Coaching Feedback Forms Formal/Informal Observations

Person or Persons Responsible

K-5 Teachers Literacy Coach Administrators

Target Dates or Schedule

October 2013 January 2014 April 2014 June 2014

Evidence of Completion

CGAs 2014 FCAT 2.0

G1.B1.S3 Provide scaffolded close readings of high-interest complex text.

Action Step 1

Participate in professional learning community observing video-streamed model classrooms.

Person or Persons Responsible

K-5 teachers Literacy Coach

Target Dates or Schedule

During weekly Common Planning time

Evidence of Completion

PD attendance sheet Common Planning agenda/ minutes Lesson Plans

Facilitator:

Literacy Coach

Participants:

K-5 Teachers

Action Step 2

Participate in professional development on close reading and student engagement.

Person or Persons Responsible

K-5 Teachers Literacy Coach

Target Dates or Schedule

October 2013-June 2014

Evidence of Completion

PD Attendance Sheet Lesson Plans Classroom Walk-Throughs

Facilitator:

Literacy Coach

Participants:

K-5 Teachers

Action Step 3

Create engaging and scaffolded close readings of complex text.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

October 2013-June 2014 during Common Planning

Evidence of Completion

Lesson Plans Student Work / Task Performances Anecdotal Notes Interactive Journals

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

Weekly common planning with Literacy Coach to develop scaffolded close reading lessons.

Person or Persons Responsible

K-3 Literacy Teachers Literacy Coach

Target Dates or Schedule

Weekly Common Planning September 2013-June 2014

Evidence of Completion

Lesson Plans Common Planning Minutes Student Interactive Journals Student work/performance tasks

Plan to Monitor Effectiveness of G1.B1.S3

Lesson Plans Classroom Walk-throughs Formal/Informal observations Data Chats

Person or Persons Responsible

Literacy Coach Administrators

Target Dates or Schedule

September 2013-June 014 Quarterly

Evidence of Completion

CGAs 2014 FCAT 2.0 Iowa

G1.B2 2. Lack of student engagement

G1.B2.S1 Implement the use of Interactive Journals to improve student participation.

Action Step 1

Employ the use of interactive journals in response to reading more complex and informational texts

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Student Interactive Journals Lesson Plans Anecdotal Notes

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

Use interactive journals to actively engage students in learning

Person or Persons Responsible

K-5 Teachers Literacy Coach

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson Plans Interactive Journals Classroom Walk-throughs

Plan to Monitor Effectiveness of G1.B2.S1

Interactive Journals Lesson Plans Classroom Walk-throughs Common Planning agenda/minutes

Person or Persons Responsible

Literacy Coach Administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

CGAs Iowa 2014 FCAT 2.0

G1.B2.S2 Transition from teacher-led classroom lessons to lessons driven by students engaged in meaningful conversation.

Action Step 1

Provide teachers with professional development training on Socratic Seminar.

Person or Persons Responsible

3-5 Teachers

Target Dates or Schedule

Planning Day October

Evidence of Completion

PD Attendance Sheet Lesson Plans Classroom Artifacts

Facilitator:

Literacy Coach

Participants:

3-5 Teachers

Action Step 2

Implement novel studies and literature discussions within the literacy block using literature circles and/or Socratic seminars.

Person or Persons Responsible

3-5 Literacy Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson Plans Interactive Journals Classroom Walk-throughs Classroom Artifacts

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

Participate in professional development opportunities to understand how to run a Socratic Seminar.

Person or Persons Responsible

3-5 Teachers

Target Dates or Schedule

Planning Day October 25, 2013

Evidence of Completion

Planning Day agenda/minutes & PowerPoint Lesson Plans

Plan to Monitor Effectiveness of G1.B2.S2

Lesson Plans Classroom Walk-throughs Coaching Cycle Feedback Forms

Person or Persons Responsible

Literacy Coach Administrators

Target Dates or Schedule

November 2013-June 2014

Evidence of Completion

2014 FCAT 2.0 CGAs

G1.B3 3. Lack of effective lessons using informational texts

G1.B3.S1 Integrate science and social studies into literacy block

Action Step 1

Provide professional development on using informational texts in the teaching of reading. Teachers will watch video-streamed taping of using informational texts to teach reading skills.

Person or Persons Responsible

K-5 Literacy Teachers Literacy Coach

Target Dates or Schedule

September 2013-June 2014 Common Planning PLCs Early Release Training

Evidence of Completion

Lesson Plans PD attendance sheet Interactive Journals

Facilitator:

Literacy Coach

Participants:

K-5 Literacy Teachers

Action Step 2

Collaborate and plan with grade level teachers to create lessons using informational text to teach skills and strategies during the literacy block

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

September 2013-June 2014 Common Planning Early Release Training

Evidence of Completion

Lesson Plans Classroom Walk-throughs Book logs Classroom charts and artifacts

Action Step 3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Review of lesson plans and student work

Person or Persons Responsible

K-5 Teachers Literacy Coach Administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson Plans Student work and activities Interactive Journals

Plan to Monitor Effectiveness of G1.B3.S1

Use of informational text during the literacy block

Person or Persons Responsible

K-5 Teacher Literacy Coach Administrators

Target Dates or Schedule

October 2013 January 2014 April 2014 June 2014

Evidence of Completion

CGAs DAR Iowa 2014 FCAT 2.0

G1.B3.S2 Incorporate the use of high interest informational magazines

Action Step 1

Incorporate the use of National Geographic magazine, Super Science magazine, and / or Time for Kids magazine in the classroom to provide high-interest informational texts.

Person or Persons Responsible

K-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, Student Work Samples/Performance Tasks

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

Utilize Super Science, National Geographic Magazine, or Time for Kids during focus lessons and/or center rotations. Provide students with opportunities to discuss and respond to nonfiction topics.

Person or Persons Responsible

K-5 Literacy Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson Plans, Student Work Samples, Performance Tasks, Interactive Journals

Plan to Monitor Effectiveness of G1.B3.S2

Lesson Plans Classroom Walk-Throughs Formal/Informal Observations Quarterly Data Charts

Person or Persons Responsible

Administrators Literacy Coach

Target Dates or Schedule

Quarterly; October, January, April, June

Evidence of Completion

CGA's, 2014 FCAT 2.0

G1.B3.S3 Utilize science and social studies leveled readers during independent reading, partner reading, guided reading, and read-alouds.

Action Step 1

Teachers will integrate science and social studies leveled readers to teach various reading strategies.

Person or Persons Responsible

K-5 Literacy Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson Plans Student Work Samples/Interactive Journals Anecdotal Notes from Conferencing

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Utilize science and social studies leveled readers during independent reading, partner reading, guided reading, and read-alouds- to increase exposure to and comprehension of complex texts.

Person or Persons Responsible

Administration Literacy Specialist

Target Dates or Schedule

Quarterly; October 2013, January 2014, April 2014, June 2014

Evidence of Completion

Curriculum Guide Assessments, 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S3

Lesson Plans Classroom Walk-Throughs Formal/Informal Observations Quarterly Data Charts DCPS Coaching Cycle Feedback Forms

Person or Persons Responsible

Administration Literacy Specialist

Target Dates or Schedule

Quarterly; October, January, April, June

Evidence of Completion

Curriculum Guide Assessments 2014 FCAT 2.0

G2. Every grade will implement aligned investigations weekly.

G2.B1 Lack of teacher knowledge

G2.B1.S1 Teachers will attend and will participate in professional development opportunities.

Action Step 1

Teachers will plan vertically across grade levels. Teachers will share ideas, help each other to set up aligned investigations, and find holes in the curriculum.

Person or Persons Responsible

K-5 Science Teachers

Target Dates or Schedule

Early release Wednesdays September 2013-June 2014

Evidence of Completion

Sign in sheet, lesson plans, notes from meetings

Action Step 2

Teachers will create lesson plans for implementing aligned investigations during the science block. Teachers will create assessments to align with the curriculum.

Person or Persons Responsible

K-5 Science Teachers

Target Dates or Schedule

Weekly September 2013-June 2014

Evidence of Completion

Lesson plans, informal observations, quarterly curriculum guide assessment data

Action Step 3

Specialists will meet with teachers to set up times for observations and reflections for the coaching cycle.

Person or Persons Responsible

District science specialists K-5 Science Teachers

Target Dates or Schedule

Coaching cycle will be continuous throughout the 2013-2014 year.

Evidence of Completion

Use of observation and reflections form.

Action Step 4

Teachers will participate in science trainings at the district and school level.

Person or Persons Responsible

K-5 Science teachers

Target Dates or Schedule

Teachers will participate in a minimum of three trainings before 2014 Science FCAT. September 2013-June 2014

Evidence of Completion

Teachers will sign in on attendance sheet.

Facilitator:

K-5 Science Specialists

Participants:

Primary and Intermediate Science Lead Teachers

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

Science trainings will be implemented at the school level by district science specialists. Administrators will choose science teachers to attend district wide science trainings and to report back to the school to relay information gained to science teachers. Science lead teachers will report to monthly science trainings and will have time to report back information gained to science teachers during common planning or early release trainings. Science professional development will be held at the school level at least three times before FCAT.

Person or Persons Responsible

Administrators K-5 teachers District Science Specialist

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

Notes from training Sign in sheet Presentation of information gained from district wide trainings

Plan to Monitor Effectiveness of G2.B1.S1

Lesson plans, CGAs 2014 FCAT 2.0 data

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

Data reports from curriculum guide assessments and 5th grade FCAT science Informal observations

G2.B1.S2 Teacher will participate in coaching cycles for science.

Action Step 1

Set up times for observations and reflection meetings with district science specialist.

Person or Persons Responsible

District science specialist

Target Dates or Schedule

To be completed before FCAT September 2013-June 2014

Evidence of Completion

Observation forms Reflection forms

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

District science specialist will work through the coaching cycle with teachers for support of science in the classroom. Specialists will provide feedback and support for science in the classroom.

Person or Persons Responsible

District Science Specialist

Target Dates or Schedule

Coaching cycle will be completed before 5th grade science FCAT in 2014. September 2013-June 2014

Evidence of Completion

Reflection forms Observation forms Lesson plans

Plan to Monitor Effectiveness of G2.B1.S2

District science specialist will collect information from teachers through the coaching cycles. Observation and reflection forms will be used during the coaching cycle to monitor progress.

Person or Persons Responsible

District Science specialist

Target Dates or Schedule

Throughout the coaching cycle during observations and reflections. September 2013-June 2014

Evidence of Completion

Observation and reflection forms Lesson plans

G2.B1.S3 Teachers will use common planning time for science.

Action Step 1

Teachers will create lesson plans for implementing aligned investigations during the allotted time for science. Teachers will create Science Assessments

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

Weekly September 2013-June 2014

Evidence of Completion

Quarterly CGA data Lesson Plans Informal Observations

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

Administrators will allow common planning time for science. Grade level leads for science will implement specific dates to discuss and plan for science during common planning. Teachers will collaborate on grade level during common planning time to create effective plans, aligned investigations, and assessments.

Person or Persons Responsible

Grade Level Science Leads/ Administrators

Target Dates or Schedule

Weekly September 2013-June 2014

Evidence of Completion

Lesson plans with aligned investigations and assessments Informal observations Quarterly CGA data
5th grade FCAT science data

Plan to Monitor Effectiveness of G2.B1.S3

Curriculum guide assessments will be used to monitor the effectiveness of using common planning time to create effective lessons, aligned investigations, and assessments.

Person or Persons Responsible

Grade Level Science Leads/ Administrators

Target Dates or Schedule

Quarterly: October 2013 January 2014 April 2014 June 2014

Evidence of Completion

Curriculum guide assessment data

G2.B1.S4 Teachers will participate in vertical planning for science throughout the school.

Action Step 1

Vertical planning across the grade levels to share ideas, assist with setting up aligned investigations, and find holes in the curriculum.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

Early Release Wednesdays September 2013-June 2014

Evidence of Completion

Sign in sheet Lesson Plans Notes from meeting

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

Grade level leads will facilitate vertical planning time for science teachers to collaborate, create aligned investigations, and find holes in the curriculum across grade levels.

Person or Persons Responsible

Grade Level Science Leads

Target Dates or Schedule

Early release Wednesdays September 2013-June 2014

Evidence of Completion

Lesson plans with aligned investigations Sign in sheets Notes from collaborative meetings

Plan to Monitor Effectiveness of G2.B1.S4

Curriculum guide assessments will be used to monitor the effectiveness of vertical planning for science among all grade levels in the school.

Person or Persons Responsible

Grade Level Science Leads

Target Dates or Schedule

At the end of each quarter. September 2013-June 2014

Evidence of Completion

Curriculum guide assessment data

G3. Improve English proficiency for all English Language Learners in the domains of reading, writing, speaking, and listening.

G3.B1 Little or no understanding of the English language and/or no educational background in the native language

G3.B1.S1 Enhance vocabulary development in the English language.

Action Step 1

Teachers will use Idea Kits, books on tape, vocabulary cards, word walls, cognates, and Language Master, where available, to teach English vocabulary words.

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

September 2013-June 2014 throughout daily instruction

Evidence of Completion

Lesson plans Classroom Walk-Throughs Word Walls / vocabulary cards

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

Lesson plans will be observed by administration and literacy coach. Vocabulary words will be displayed and used around the classroom.

Person or Persons Responsible

Teachers Literacy Coach Administrators

Target Dates or Schedule

Weekly from September 2013-June 2014

Evidence of Completion

Lesson plan reviews

Plan to Monitor Effectiveness of G3.B1.S1

Classroom assessments will be given weekly to monitor learning and needed remediation.

Person or Persons Responsible

Teachers Literacy Coach Administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Informal and formal assessment scores CELLA test

G3.B1.S2 Provide audio and visual aids to improve understanding and comprehension of spoken and written word.

Action Step 1

Teachers will use hands-on materials such as pictures, maps, charts, graphs, Venn diagrams, graphic organizers, videos, computers and computer programs to provide ELL students with scaffolded opportunities that increase English proficiency.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

September 2013-June 2014 throughout daily instruction

Evidence of Completion

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

Teachers will collaborate and share available resources during common planning. Media Specialist will provide assistance with technology and books on tape.

Person or Persons Responsible

K-5 Teachers Media Specialist Literacy Coach

Target Dates or Schedule

September 2013-June 2014 At least once a week

Evidence of Completion

Lesson Plans Classroom Artifacts / Displays

Plan to Monitor Effectiveness of G3.B1.S2

Lesson Plans Classroom Walk-throughs Formal/Informal Observations

Person or Persons Responsible

Literacy Coach Administrators

Target Dates or Schedule

September 2013-June 2014 Quarterly

Evidence of Completion

CGAs CELLA test

G3.B1.S3 Incorporate interactive activities in daily instruction to promote speaking skills.

Action Step 1

Teachers will use interactive strategies and activities within the lesson to allow for verbal communication. Students will role play, use Think, Pair, Share strategy, participate in choral readings, and be assigned peer buddies to allow for more verbal communication and clarification.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

September 2013-June 2014 throughout daily instruction

Evidence of Completion

Lesson Plans Classroom Walk-throughs Charts / artifacts

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

Teachers will incorporate and use interactive strategies with ELL students throughout the school day.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

September 2013-June 2014 in daily instruction

Evidence of Completion

Lesson Plans Student Work Artifacts / Charts

Plan to Monitor Effectiveness of G3.B1.S3

Lesson Plans Classroom Walk-throughs Informal/Formal Observations Coaching Feedback forms

Person or Persons Responsible

Literacy Coach Administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

CGA scores CELLA test scores 2014 FCAT 2.0 scores AMO targets met

G3.B2 Limited academic support and economic resources to pursue cultural opportunities

G3.B2.S1 Provide parents with information to obtain training and support from the Center of Language and Culture.

Action Step 1

Parent conferences will be held with an interpreter who can explain available resources for the ELL student and parents. Pamphlets and website information will be provided so the parent can assist his/her child in learning the English language.

Person or Persons Responsible

K-5 Teacher ESOL school coordinator District Specialist CLC interpreter

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Meeting minutes handouts/ information sheet

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

Hold parent conferences to provide information about the Center for Language and Culture.

Person or Persons Responsible

K-5 teacher Language Interpreter ESOL school based coordinator

Target Dates or Schedule

September 2013-June 2014 as needed when new students arrive

Evidence of Completion

Conference Log

Plan to Monitor Effectiveness of G3.B2.S1

Parent contact / communication in student planner reading logs

Person or Persons Responsible

ESOL Specialist ESOL school based coordinator Administrators

Target Dates or Schedule

September 2013-June 2014 as new students enter

Evidence of Completion

CGAs CELLA scores

G4. K-5 mathematics teachers will implement differentiated math centers with fidelity.

G4.B1 Lack of experience implementing differentiated math centers.

G4.B1.S1 Utilize Common Planning time to meet collectively as a grade level or department

Action Step 1

Meet together during common planning to analyze data, create lesson plans that reflect differentiation, and reflect on previous lessons

Person or Persons Responsible

Math Leads, K-5 teachers

Target Dates or Schedule

Resources Days September 2013-June 2014

Evidence of Completion

Lesson plans, CGA results

Facilitator:

Lead Teachers, APs

Participants:

Teachers

Action Step 2

Provide classroom coverage and monitor the implementation of the new strategy

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

Interactive Journals reflect strategies of implementation

Action Step 3

Collaboratively, identify the needs of the teachers and students for Common Planning.

Person or Persons Responsible

Math Leads, APs, teachers

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

Calendar/log of topics to be addressed

Facilitator:

Math Leads, APs

Participants:

teachers

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

Administrators will be present for the majority of common planning sessions to provide feedback and guidance.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

Develop and maintain a calendar for common planning.

Plan to Monitor Effectiveness of G4.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

Administrators

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

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

G4.B1.S2 Developing reusable centers that can be used among grade levels

Action Step 1

Develop reusable center activities

Person or Persons Responsible

Teachers, Media Specialist

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

Centers will be completed and housed in classrooms and the media center.

Action Step 2

Monitor the implementation of centers by all teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

View center time in the classroom

Action Step 3

Collaboratively identify the needs of the teachers and students for Center Activities.

Person or Persons Responsible

Math Leads, AP

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

Calendar/log of topics to be addressed

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

Highly encourage participation of all teachers in the development and use of reusable math centers

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing January 2014 - June 2014

Evidence of Completion

Lesson Plans, Presence of centers for each grade level in the media center, CAST, classroom walkthroughs,

Plan to Monitor Effectiveness of G4.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.

G4.B1.S3 Common Core Professional Development

Action Step 1

Provide professional development on incorporating the rigor of the Common Core based on teacher needs

Person or Persons Responsible

Math Leads, AP

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

Calendar/log of topics to be addressed

Action Step 2

Actively participate in Common Core trainings

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

Agendas,

Action Step 3

Monitor implementation of Common Core standards in observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

Lesson observations, Classroom walk through

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

Common Core Professional Development

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

Lesson plans, agendas, sign-ins, minutes

Plan to Monitor Effectiveness of G4.B1.S3

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 walkthrough, data collections coaching logs, admin/teacher data chats. IPDP and support plans.

G5. Increase writing proficiency across all grade levels.

G5.B2 Lack of vocabulary development

G5.B2.S1 Provide vocabulary rich texts through novel studies.

Action Step 1

Provide students vocabulary rich novels to enhance exposure to complex texts and vocabulary.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Provide exposure to vocabulary rich, complex text daily.

Person or Persons Responsible

K-5 Teachers Literacy Coach

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson Plans Student Work Word Walls Common Planning Minutes

Plan to Monitor Effectiveness of G5.B2.S1

Lesson Plans Classroom Walk-throughs Word Walls

Person or Persons Responsible

Literacy Coach Administrators

Target Dates or Schedule

September 2013-June 2-14

Evidence of Completion

CGAs DAR Iowa 2014 FCAT 2.0

G5.B2.S2 Utilize interactive word walls in all subjects.

Action Step 1

Utilize interactive word walls daily for academic and tier 2 vocabulary.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Lesson Plans Word Walls Classroom Walk-throughs

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Utilize interactive word walls daily to identify academic and tier 2 vocabulary,

Person or Persons Responsible

K-5 Teachers Literacy Coach

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson Plans Student Work Word Walls

Plan to Monitor Effectiveness of G5.B2.S2

Lesson Plans Classroom Walk-throughs Word Walls

Person or Persons Responsible

Literacy Coach Administrators

Target Dates or Schedule

September 2013-June 2-14

Evidence of Completion

CGAs DAR Iowa 2014 FCAT 2.0

G5.B2.S3 Incorporate Making Words daily in grades K-3.

Action Step 1

Incorporate the use of the program Making Words within the literacy block daily.

Person or Persons Responsible

K-3 teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson Plans Word Walls Classroom Walk-throughs

Plan to Monitor Fidelity of Implementation of G5.B2.S3

Incorporate a daily lesson using Making Words.

Person or Persons Responsible

K-5 Teachers Literacy Coach

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson Plans Word Walls Center Activities

Plan to Monitor Effectiveness of G5.B2.S3

Lesson Plans Classroom Walk-throughs Word Walls Formal/Informal Observations

Person or Persons Responsible

Literacy Coach Administrators

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

CGAs DAR Iowa 2014 FCAT 2.0

G5.B3 Lack of background in grammar conventions, mechanics, and punctuation

G5.B3.S1 Imbed the teaching of grammatical concepts within writing process and practice.

Action Step 1

Teach grammar and mechanics in a daily skills block that leads into the writing process. Utilize Daily Oral Language or other grammar resources that are available.

Person or Persons Responsible

K-5 Literacy teachers Literacy Coach

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson Plans Classroom Artifacts Classroom Walk-throughs

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

Teaching grammar and mechanics daily as an introduction to the writing process.

Person or Persons Responsible

K-5 Literacy Teachers Literacy Coach

Target Dates or Schedule

September 2013-June 2014 on a daily basis

Evidence of Completion

Lesson Plans Student Work Classroom Artifacts Classroom Walk-throughs

Plan to Monitor Effectiveness of G5.B3.S1

Lesson Plans Writing Journals Interactive Journals Formal / Informal Observations

Person or Persons Responsible

Administrators Literacy Coach

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

District Writing Prompts Text Dependent Questions

G5.B3.S2 Create grade level expectations for where students should be at each grade level.

Action Step 1

Collaborate with grade level writing leads to create specific grade level expectations for students in grammar and writing to assure students are ready for the next level.

Person or Persons Responsible

K-5 Literacy Teachers Literacy Coach

Target Dates or Schedule

Early Dismissal Training November 2013

Evidence of Completion

Writing Checklists Attendance Sheet

Facilitator:

Literacy Coach

Participants:

K-5 Literacy Teachers

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Collaboratively create grade level writing expectations for grades K-5.

Person or Persons Responsible

K-5 Literacy Teachers Literacy Coach

Target Dates or Schedule

Early Dismissal Training November 2013

Evidence of Completion

Writing Checklist for each grade level Attendance Sheet

Plan to Monitor Effectiveness of G5.B3.S2

Writing Checklist for each grade level Classroom Walk-throughs Student Work

Person or Persons Responsible

Literacy Coach Administrators

Target Dates or Schedule

December 2013-June 2014

Evidence of Completion

District Writing Prompts 2014 FCAT Writes

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

Supplemental Academic Instruction (SAI) funds, if available this school year, will be utilized to provide part-time tutors to meet after school with students in grades 3-5. Tutors will focus on students who scored a level 1 or level 2 on the previous year's FCAT. Remediation will cover the academic areas of reading, writing, and math.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase exposure to and comprehension of complex texts.

G1.B1 1. Students are reading below grade level

G1.B1.S1 Using assessment data, teachers will differentiate instruction to meet the needs of all students based on various learning styles, interests, and abilities.

PD Opportunity 1

Participate in professional development on how to differentiate instruction to meet the needs of all students through Common Planning sessions with school based literacy coach using data obtained from DAR test.

Facilitator

Reading Coach

Participants

K-5 Literacy Teachers

Target Dates or Schedule

September - October 2013

Evidence of Completion

PD attendance sheet DAR assessment student data reports Lesson Plans

G1.B1.S2 Implement the Gradual Release of Responsibility Method of instruction in all subject areas.

PD Opportunity 1

Participate in professional development on how to implement the DCPS Instructional Framework- Gradual Release Model (Introduction, I-Do, We-Do, You-Do, Closure) with fidelity.

Facilitator

Literacy Coach

Participants

K-5 Teachers

Target Dates or Schedule

August 2013 - September 2013

Evidence of Completion

PD Attendance Sheet Classroom Walk-Throughs Lesson Plans

G1.B1.S3 Provide scaffolded close readings of high-interest complex text.

PD Opportunity 1

Participate in professional learning community observing video-streamed model classrooms.

Facilitator

Literacy Coach

Participants

K-5 Teachers

Target Dates or Schedule

During weekly Common Planning time

Evidence of Completion

PD attendance sheet Common Planning agenda/ minutes Lesson Plans

PD Opportunity 2

Participate in professional development on close reading and student engagement.

Facilitator

Literacy Coach

Participants

K-5 Teachers

Target Dates or Schedule

October 2013-June 2014

Evidence of Completion

PD Attendance Sheet Lesson Plans Classroom Walk-Throughs

G1.B2 2. Lack of student engagement

G1.B2.S2 Transition from teacher-led classroom lessons to lessons driven by students engaged in meaningful conversation.

PD Opportunity 1

Provide teachers with professional development training on Socratic Seminar.

Facilitator

Literacy Coach

Participants

3-5 Teachers

Target Dates or Schedule

Planning Day October

Evidence of Completion

PD Attendance Sheet Lesson Plans Classroom Artifacts

G1.B3 3. Lack of effective lessons using informational texts

G1.B3.S1 Integrate science and social studies into literacy block

PD Opportunity 1

Provide professional development on using informational texts in the teaching of reading. Teachers will watch video-streamed taping of using informational texts to teach reading skills.

Facilitator

Literacy Coach

Participants

K-5 Literacy Teachers

Target Dates or Schedule

September 2013-June 2014 Common Planning PLCs Early Release Training

Evidence of Completion

Lesson Plans PD attendance sheet Interactive Journals

G2. Every grade will implement aligned investigations weekly.

G2.B1 Lack of teacher knowledge

G2.B1.S1 Teachers will attend and will participate in professional development opportunities.

PD Opportunity 1

Teachers will participate in science trainings at the district and school level.

Facilitator

K-5 Science Specialists

Participants

Primary and Intermediate Science Lead Teachers

Target Dates or Schedule

Teachers will participate in a minimum of three trainings before 2014 Science FCAT. September 2013-June 2014

Evidence of Completion

Teachers will sign in on attendance sheet.

G4. K-5 mathematics teachers will implement differentiated math centers with fidelity.

G4.B1 Lack of experience implementing differentiated math centers.

G4.B1.S1 Utilize Common Planning time to meet collectively as a grade level or department

PD Opportunity 1

Meet together during common planning to analyze data, create lesson plans that reflect differentiation, and reflect on previous lessons

Facilitator

Lead Teachers, APs

Participants

Teachers

Target Dates or Schedule

Resources Days September 2013-June 2014

Evidence of Completion

Lesson plans, CGA results

PD Opportunity 2

Collaboratively, identify the needs of the teachers and students for Common Planning.

Facilitator

Math Leads, APs

Participants

teachers

Target Dates or Schedule

Ongoing September 2013-June 2014

Evidence of Completion

Calendar/log of topics to be addressed

G5. Increase writing proficiency across all grade levels.

G5.B3 Lack of background in grammar conventions, mechanics, and punctuation

G5.B3.S2 Create grade level expectations for where students should be at each grade level.

PD Opportunity 1

Collaborate with grade level writing leads to create specific grade level expectations for students in grammar and writing to assure students are ready for the next level.

Facilitator

Literacy Coach

Participants

K-5 Literacy Teachers

Target Dates or Schedule

Early Dismissal Training November 2013

Evidence of Completion

Writing Checklists Attendance Sheet

Appendix 2: Budget to Support School Improvement Goals