

W. A. Metcalfe Elementary School

1250 NE 18TH AVE, Gainesville, FL 32609

<http://www.sbac.edu/pages/acps>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
95%

Alternative/ESE Center
No

Charter School
No

Minority
93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	F	D

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	34
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	38

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	2	Wayne Green
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to create a safe and nurturing learning environment committed to educating the whole child using research-based strategies to promote student success.

Provide the school's vision statement

We thrive when our self-esteem is high and our expectations are higher.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Use of strategies from The Leader in Me book study and the 7 Habits Student Planners guide teachers in building relationships with students. Each week teachers select a student of the week for academics or for demonstrating adherence to the skill of the week such as following directions the first time they are given. Teachers often have lunch bunch groups with their students to reward them for positive acts. Students this year will participate in the superintendent's math competition. The teacher in charge will be key in motivating the students and building their confidence. Documentation available upon request.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Encouraging victims and student witnesses to report abuse and providing supervision in hallways and other areas to reduce bullying on and off campus creates an environment where students feel safe and respected. We follow with fidelity the district protocol for reporting bullying. Students know the school counselor school social worker, and school behavior intervention psychologist are available to talk to them privately or in small group sessions. Intervention/help groups have been formed for students that are high risk. There is a culture of care at Metcalfe and students know where to get help. Every adult on campus may be approached for help. There are lunch bunches with students from the leadership team down to the custodial staff to show students that they are valued and special. Documentation available upon request.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We use the "Traffic Light" behavior management system and a modified version of the Positive Support System to aid in minimizing distractions to keep students engaged during instructional time.. We also utilize small group intervention sessions with the Behavior Resource teacher for Tier 3 students. We have a Tier 1-3 RTI system approach. Ongoing professional development training will occur through out the year. The first training was held the first week of October and facilitated by the school psychologist and behavior intervention psychologist-Michelle Crosby and Shannon Quirey. There will be follow up training and follow up with feedback from me, the principal. Documentation available upon request.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We have a full time social worker and school counselor who both see students in small groups and individually. We maintain a hot list with input provided by teachers. We also have two psychologists available once a week and twice upon request. The psychologists, social worker and school counselor also facilitate professional development trainings for the faculty to ensure the social-emotional needs of all students are being met. The after school program-EDEP- provides mentoring and home work help opportunities. The sororities and fraternities this year will provide mentoring services for students. Documentation available upon request.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent
 One or more suspensions
 A level 1 score on the statewide assessment in Reading and or Math
 Currently already at 27 students suspended for 86 days. Last year for the entire year 22 students at 145 days.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	18	16	10	14	10	11	79
One or more suspensions	0	6	2	4	1	13	26
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	46	37	83

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	6	12	10	10	15	53

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

1. Extended day participation-extra hour of instruction at the end of the day
2. Intervention instruction in reading and math
3. Point sheet and small group sessions with the BRT
4. Mentoring participation with sororities and fraternities
5. Small group or individual counseling from school counselor and social worker
6. Second semester intervention via Fast Forward program
7. Modeling and professional development for teachers from literacy, math, science, and technology coaches.
8. Leadership training for the principal from Mark Rolewski

- 9. Collaborative Planning with teachers
- 10. Differentiated instruction for students based on Proficiency-Bubble-Struggling

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/182991>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community through participation in the SAC-school advisory council- and the PTO chiefly. We have established a partnership this year with two sororities and fraternities. We have also established a partnership with The Parent Emissary Program. Last year and hopefully this year we will continue our partnership with the BUGS program (Bringing up Grades) with University City Kiwanis. We also conduct a can food drive each year to donate to the Bread of the Mighty Food bank during our fall event called Trick or Treat on Metcalfe Street.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Phillips, Pat	Principal
Harper-Barber, Lori	Other
Robbins, Christiana	Other
Gummey, Sarah	Guidance Counselor
Kozakoff, Jennifer	Attendance/Social Work
Peoples, Kevin	Dean
Fields, Kendra	Instructional Coach
Johnson, Vamadria	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

School counselor: Provides training and support in the Rtl process; works with teachers through the problem solving cycle;

facilitates team meetings regarding the student plan.

Curriculum resource teacher: Provides curricular support and training for teachers; helps to develop and implement

interventions; provides assessment and data support.

Behavioral resource teacher: provides behavioral support and training for teachers; helps to develop and implement

behavioral interventions; provides ongoing support and helps with data collection.

FCIM facilitator: provides training and assessment support; facilitates data collection and analysis.

Principal: provides a common vision for the use of data based decision making, ensures that the school based team is

implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and

documentation, ensures adequate professional development to support RTI implementation, and communicates with parents

regarding school based RTI plans and activities.

Teacher (primary and Intermediate): Provide information about core instruction, participate in student data collection and

deliver Tier 1-3 instruction/intervention.

Exceptional Student Education Teachers: Participate in student data collection, and collaborate with general education

teachers.

Instructional Coaches: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing

literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identify systematic patterns of

student need while working with district personnel to identify appropriate evidence based instructional strategies; assist with

whole school screening programs that provide early intervention services for children to be considered at risk; assist in the

design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery

of professional development; and provide support for assessment and implementation monitoring.

School Psychologist: Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans;

provide support for intervention fidelity and documentation; provide professional development and technical evaluation.

Social Worker- Provides small group counseling and in charge of attendance monitoring and intervention.

Intervention Teachers- These teachers provide extra instruction to students in math and science.

Their salary is paid for out of Title 1 funds. One teacher serves as a homeroom teacher to help us avoid having to have combination classes in the assessment grades.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

RtI data will be based on series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the MacMillian Benchmark Assessments, the Big Idea math series, the district formative assessment program for math and science(ON TRACK), and writing prompts developed for district use. FAIR assessments are also taken into consideration for reading results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be migrated into the district's Local Instructional Information System.

The RTI team meets formally at least once a month with all members. Team meetings are held once a week by the teacher

tutors, FCIM teacher, BRT, and CRT. Each member reports to the group about student progress.

Through the use of Google

Documents, team members are able to track student progress and make curriculum and behavioral decisions based on that

data by looking at data on the whole child which includes behavior reports and class room tests as well as district and state assessments.

Title I Part A – Title I Intervention Teachers, Extended Learning Opportunity (Intensive Reading Intervention, Extended Day Intervention – district paid and school paid), professional development, technology, Scientifically Research Based supplemental materials, Teacher Specialists – Literacy Coaches, Math/Science Coaches, Technology Coach, Title I Technical Assistance

Title I Part D – DJJ centers

Title II – Literacy coaches, mentor coaches, tech coaches, math coaches

Title III- ELL services (Dictionaries, tutors, translations)

Title X - Homeless – (book bags, school supplies, clothing, social services referrals)

SAI – training for 3rd Grade teachers only

Violence Prevention Programs- Too Good for Drugs & Violence, LEAPS, Bully Prevention, Positive Behavior Support

Nutrition Programs – Fruits & Vegetables, Back pack for weekend, summer meal program

Housing Programs – referred through Homeless services

Head Start – transition to Kindergarten

Career & Technical Education – career day on campus

Job Training – career day, speakers

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Valerie Scott	Teacher
Crystal Tessmann	Teacher
Jill Dumas	Parent
Rebecca Boyett	Education Support Employee
Helen Hutley	Business/Community
Patricia Phillips	Principal
Xiomara Mosely	Parent
Brittany Brown	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC met in August 2014 for a report about the school grade. The SAC determined that the plan was implemented with fidelity. Reduction in behavior incidents was reduced. The school grade moved from a D to a C. The school did have to go back to the extended day because of being in the lower 100. The SAC came to a consensus that the 2014-2015 SIP would focus on working to increase proficiency in literacy.

Development of this school improvement plan

In May of 2014 a public input meeting was held to get input from parents and community members for the SIP.

Preparation of the school's annual budget and plan

The schools preliminary annual budget was prepared in May of 2014 with an estimated enrollment of about 321 students. 5000.00 dollars of the budget needs approval from the SAC.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

100.00 dollars-Honor Roll Ceremony Refreshments
 100.00 dollars-Honor Roll Rewards
 800.00 dollars-Substitutes for Professional Development
 1500.00 dollars-Parent Involvement Night materials
 1500.00 dollars for student incentives for positive behavior support

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Robbins, Christiana	Administrative Support
Harper-Barber, Lori	Administrative Support
Phillips, Pat	Principal
Fields, Kendra	Instructional Coach
Johnson, Vamadria	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiative will be to help teachers stay on track using the district pacing guides. Because of the high mobility rate of students into and out of Metcalfe, teachers will have to follow the pacing guide to ensure that all the sunshine state standards are taught for mastery.

- Work as coaches for teachers.
- Model lessons for teachers.
- Train teachers in best practices for literacy.
- Work with teachers on reviewing student data and student work to make curriculum changes/decisions that improve student achievement.
- Collaborate with teachers weekly with planning team meetings.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Strategies to encourage positive working relationships between teachers occur during collaborative planning meetings that are held with teams for math and reading. Planning meetings are also held for 4th and 5th grade for science and writing. Teachers also have common planning for 45 minutes at least 5 days a week for the grades 3-5 and four days a week for ESE classes and grades K-2.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Principal along with the district supervisors are responsible for the recruitment of highly qualified teachers. For 2014, I was able to interview and recommend for hiring beginning in May instead of June. Applicants once offered positions were able to participate for wages in Professional Development Trainings in order to be better prepared for the school year. Being able to participate in PDs, I believe will lead to higher retention of new hires.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentor coaches work individually with beginning teachers. Their primary responsibilities include: (1) assisting in completion of the Beginning Teacher Program, (2) leading quarterly cohort meetings, and (3) supporting each teacher in professional development. The mentor coaches conduct observations and help beginning teachers with lesson planning. Assist in the development of teaching skills through modeling and visitations. Provide Cohort trainings to promote analysis and application of teaching

concepts and practices. Provide opportunities to observe other experienced teachers within the school. Facilitate with adoption of effective strategies.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

1. We use the state adopted texts that are aligned to Florida Standards. We also follow the districts pacing guide with fidelity.
2. Small group differentiated math/ELA instruction.
3. Creation of rigorous learning centers which include opportunities to practice skills independently.
4. Effective use of Gradual Release.
5. Use of data chats including progress monitoring of skills for all students.
6. Implementation of close reading and text coding to increase proficiency.
7. Increase rigor through writing and effective higher order questioning and higher order tasks.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Progress monitoring is tracked via Google Docs, Discovery Ed, FAIR. Several programs are used to differentiate instruction for students. Student assessment data is also used to set up small groups for proficient, bubble, and struggling students.

Reading:

Strategies – Intervention Teachers, Extended Learning Opportunity (before/after school tutoring), Intensive Reading Intervention (Lowest 300)

Effectiveness – FCIM Model, Data Chats, Ongoing Progress Monitoring

Evaluation - FAIR, Benchmark, Reading series assessments, other specific program assessments,

On going progress monitoring, walk throughs, instructional review model

Professional Development-

My Sidewalks – ALL Title I Intervention Teachers full day training

Implementation of core Reading series with fidelity

Reading series Intervention – Rtl, ELL

Literacy Work Stations

Print Rich Classroom

Waterford – K-2

Achieve3000 Gr. 3-12

Earobics - K-1

Literacy Coaches

Kagan

PLC – school based

Lesson Study – school based

Monitoring – FCIM Process, Walk Throughs, Observations, Ongoing Progress Monitoring, Teacher Appraisal process

MATH

Strategies – Intervention Teachers, Extended Learning Opportunity (Before/after school tutoring – school funded), Math/Science Coaches

Effectiveness – FCIM Model, Data Chats, Ongoing Progress Monitoring

Evaluation – Benchmark Assessments, Specific Program Tests, Series Tests, Walk Throughs,
Instructional Review Model
Professional Development –
Calendar Math Training – new to 3rd or 4th grade
Implementation of math core curriculum with fidelity
Calendar Math Gr. 3 & 4 – required at all Title I schools
Calendar Math (Elementary) – required all grades at Prevent, Focus, and Priority Schools
Math work stations
Math Reads
Foldables
Reflex Math
Kagan
PLC – school based
Lesson Study – school based
Monitoring - FCIM Process, Walk Throughs, Observations
SCIENCE
Strategies – Hands on Science activities, CRISS strategies, Math/Science Coaches
Professional Development –
Gizmos
AIMS
Kagan
National Geographic
Foldables
PLC – school based
Lesson Study – school based
WRITING
Strategies – District Writing Plan, Literacy Coaches
Professional Development –PLC, Lesson Study, Writing Consultants,

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Students in grades 3-5 will have 3 hours of extra instruction utilizing the research based program Achieve 3000 and Fast Forward

Students in grade K-2 have a additional 150 minutes per week in instruction in Reading

Students in grades 3-5 have an additional 225 minutes per week in instruction in Reading

Strategy Rationale

State requirement

Data analysis from 2012-2013 indicates that students made tremendous growth with the extra hour.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Phillips, Pat, phillipt@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Computer based program and guided reading instruction and independent practice

Small group guided instruction using supplement to core Reading Series-Sidewalks is the series

Weekly progress monitoring assessments with remediation in skills in which students are not proficient

Strategy: Weekend Program

Minutes added to school year: 950

Differentiated small group instruction for bubble students-full essay writing and practice with writing structures using FSA standards

Strategy Rationale

Small group one on one to increase the probability of proficiency

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robbins, Christiana, robbincl@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Writing samples scored using FSA rubric

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Metcalfe Elementary serves as a Head Start cluster site in Alachua County. We work closely with Head Start as well as voluntary Pre-K to provide early childhood learning opportunities to the community. The program serves 100 students. Head start works in collaboration with Title-1 to support the transition of children from Head Start to public schools. Title-1 provides books and transitional materials for those children that are preparing to enter kindergarten. In addition, Title-1 provides books and materials for children that will return to Head Start for an additional year. These materials support the learning during the summer months. The collaboration between Head Start and Title1 focuses on improving the academic achievement. Kindergarten teachers meet with these teachers, parents and administrators during an orientation/information session. Transition from Head Start to Kindergarten, Kindergarten Round up, Kindergarten Orientation

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Career day on campus

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase Proficiency by increasing teacher effectiveness through an instructional delivery system that includes a gradual release of responsibility.
- G2.** Increase proficiency by increasing teacher effectiveness through an instructional delivery system that includes a gradual release of responsibility.
- G3.** Increase rigor through writing and effective higher order questioning and higher order tasks.
- G4.** Develop and implement with fidelity structures to identify and support students that need Tier 3 Intervention in behavior and attendance.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase Proficiency by increasing teacher effectiveness through an instructional delivery system that includes a gradual release of responsibility. 1a

G036145

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	55.0
AMO Reading - SWD	47.0

Resources Available to Support the Goal 2

- Title I: 2014-15 Florida State Standards Text Complexity Webb’s Depth of Knowledge Gradual Release Model Continue implementation of Science Curriculum with fidelity Continue implementation of Math curriculum with fidelity Continue implementation of Reading curriculum with fidelity Technology – Smart Board, Smart Response White Board, Earobics, Online textbook resources, Achieve3000, Waterford, Gizmos, document cameras Everyday Counts Calendar Math My Sidewalks Reading Intervention Curriculum 7 Habits Student Planners Print Rich Classroom Literacy Work Stations Kagan CRISS FCIM process – Instructional Focus Calendar, Mini Focus Lessons, Mini Assessments, Data Analysis, Data Chats – Teacher to Teacher; Teacher to Student; Teacher/Student to Parent Lesson Study – various areas, applicable to each school, not part of required Teacher Appraisal process District/School Writing Plan Human Resources: Reading Coaches-State and District Mentor Coaches-Work with Beginning teachers Technology Coach-Trains in use of Google Docs and analyzing data FCIM Teacher-Data chats with students and teachers and trains in how to read graphs in order to make effective instructional changes CRT- Models for teachers and coaches. Data chats with students and teachers Principal-arranges Professional Development in Gradual Release Model, Close Reading, Text Coding and Interpretation of student data Lesson Study – school based Curriculum Notebooks Reading Street-Basal

Targeted Barriers to Achieving the Goal 3

- Lack of sufficient time for professional development

Plan to Monitor Progress Toward G1. 8

School coaches, as well as District and Differentiated Accountability (DA) support staff will provide ongoing support through collaboration, common planning, PLC, the Coaching Cycle, and the use of Master Teachers as Models of Support. Walkthrough data as well as analysis of the Google Doc assessment information will be used to provide support for teachers with instruction.

Person Responsible

Kendra Fields

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Data Chat notebooks Meeting Minutes Coaches logs On going Progress Monitoring which indicates an upward trend in assessment data with proficiency at 70% Formal and Informal observations

G2. Increase proficiency by increasing teacher effectiveness through an instructional delivery system that includes a gradual release of responsibility. 1a

G036146

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0

Resources Available to Support the Goal 2

- Calendar Math Training – new to 3rd or 4th grade Implementation of math core curriculum with fidelity Calendar Math Gr. 3 & 4 – required at all Title I schools Calendar Math (Elementary) – required all grades at Prevent, Focus, and Priority Schools Math work stations Math Reads Foldables Reflex Math Kagan PLC – school based Lesson Study – school based Human Resources: Math Coaches-State and District Mentor Coaches-Work with Beginning teachers Technology Coach-Trains in use of Google Docs and analyzing data FCIM Teacher-Data chats with students and teachers and trains in how to read graphs in order to make effective instructional changes CRT- Models for teachers and coaches. Data chats with students and teachers Intervention teachers for Math Pull out of lowest quartile students Principal-arranges Professional Development in Gradual Release Model, Close Reading, Text Coding and Interpretation of student data Lesson Study – school based

Targeted Barriers to Achieving the Goal 3

- • Lack of teacher content knowledge

Plan to Monitor Progress Toward G2. 8

-Periodic data chats including progress monitoring of skills for all students. School coaches, as well as District and Differentiated Accountability (DA) support staff will provide ongoing support through collaboration, common planning, PLC, the Coaching Cycle, and the use of Master Teachers as Models of Support. Walkthrough data as well as analysis of the Google Doc assessment information will be used to provide support for teachers with instruction.

Person Responsible

Lori Harper-Barber

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

FCIM Process Walk Throughs Observations Data Chat notebooks Meeting Minutes Coaches logs On going Progress Monitoring which indicates an upward trend in assessment data with proficiency at 70% Formal and Informal observations

G3. Increase rigor through writing and effective higher order questioning and higher order tasks. 1a

G036147

Targets Supported 1b

Indicator	Annual Target
Level 1 - Grade 04	10.0

Resources Available to Support the Goal 2

- School coaches in Reading District Writing Curriculum Document Cameras and any other technology to support writing from Title 1 Saturday School Writing instruction -Title 1

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge for writing instruction using authentic writing and writing across the curriculum

Plan to Monitor Progress Toward G3. 8

Google Docs

Lesson Plans

Will monitor to determine if students are making a 5-10% increase after each assessment or if there is regression. If a regression, determine what remediation is needed or adjustment to groups of students for focused small group instruction

Person Responsible

Kendra Fields

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Teacher created artifacts using higher order questioning to promote writing

G4. Develop and implement with fidelity structures to identify and support students that need Tier 3 Intervention in behavior and attendance. 1a

G036148

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	10.0

Resources Available to Support the Goal 2

- Behavior Resource Teacher Positive Behavior Reward System School Counselor student support groups Student of the Week Rewards Citizen of the Month Rewards Educational Planning Team Social worker support groups

Targeted Barriers to Achieving the Goal 3

- *Lack of personnel for alternatives to suspension such as a time out room or Saturday school

Plan to Monitor Progress Toward G4. 8

Behavior Resource Teacher, School Counselor, and Principal will provide ongoing support through collaboration, common planning, PLC, and the use of Master Teachers as Models of Support to assess effective class room management strategies .Walkthrough data as well as analysis of the Discipline Data Report information will be used to provide support for teachers with class room management.

Person Responsible

Jennifer Kozakoff

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Reduction in number of referrals by 50% as compared to the first nine weeks of 2014-2015 school year.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase Proficiency by increasing teacher effectiveness through an instructional delivery system that includes a gradual release of responsibility. **1**

 G036145

G1.B1 • Lack of sufficient time for professional development **2**

 B086495

G1.B1.S1 • Professional Development in Gradual Release Model • Data chats • Increase use of Higher Order Thinking through higher order questioning • Increase rigor through the use of DOK **4**

 S097206

Strategy Rationale

Providing teachers with the proper tools will ensure that they give opportunities to all students through Ask and Get.

Action Step 1 **5**

Data collected from class room walkthroughs and analysis of assessment data will focus on giving teachers support to make changes to instruction that will increase student proficiency by using the Gradual Release Model.

Person Responsible

Pat Phillips

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Data from progress monitoring such as weekly assessments, FAIR, and writing assessments Progress monitoring-On Track FSA results in late spring or early summer
Class Walk Throughs and observations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teacher Lesson Plans
Google Docs assessment data
Title 1 Documentation for Intervention students
Data chats with students
Planning meetings

Fidelity will be monitored through class room observations by both coaches, FCIM, CRT, and Principal. Monitoring for fidelity will occur via data chats with students and teachers at least once a month. Principal walk throughs will occur at least three times a week. A formal observation will occur once a year for one hour in reading.

Person Responsible

Christiana Robbins

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Informal Observations Formal Observations Coaches logs Pre/Post test data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Planning meetings and data analysis once a week in reading will take place with 80% being the benchmark for proficiency on assessments.

Person Responsible

Lori Harper-Barber

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

On Track Assessments Weekly-Bi-weekly assessments Ongoing Progress Monitoring
Discovery Education Fast Forward

G2. Increase proficiency by increasing teacher effectiveness through an instructional delivery system that includes a gradual release of responsibility. 1

G036146

G2.B1 • Lack of teacher content knowledge 2

B086496

G2.B1.S1 Professional Development Coaching and Modeling: Gradual Release of Responsibility Mini-lessons on content focused skills Intervention teachers for math instruction-fill the gaps Math Vocabulary instruction Coaching and Modeling 4

S097207

Strategy Rationale

Increased instruction in math and professional development in math content will increase proficiency

Action Step 1 5

Small group differentiated math instruction
-Creation of rigorous learning centers which include opportunities to practice skills independently
Effective use of Gradual Release
Development of high order questions
Use of data chats including progress monitoring of skills for all students

Person Responsible

Vamadria Johnson

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Bench Mark Assessments, Specific Program Tests, Series Tests, Walkthroughs, Instructional Review Model

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Fidelity will be monitored through class room observations by both coaches, FCIM, CRT, and Principal. Monitoring for fidelity will occur via data chats with students and teachers at least once a month. Principal walk throughs will occur at least three times a week. A formal observation will occur once a year for one hour in math.

Person Responsible

Pat Phillips

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Increase in scores on Math assessments via pre- and post test results and also on benchmark tests with a target toward 70% proficiency or higher on these assessments. Areas of effective instruction via the teacher appraisal will increase between the first and second teacher observation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Math Planning and Delivery guide to include use of Gradual Release, appropriate complex question development and mini-lessons created to address skill gaps. School coaches, as well as District and Differentiated Accountability (DA) support staff will provide ongoing support through collaboration, common planning, PLC, the Coaching Cycle, and the use of Master Teachers as Models of Support. Walkthrough data as well as analysis of the Google Doc assessment information will be used to provide support for teachers with instruction.

Person Responsible

Christiana Robbins

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Data Chats Ongoing Progress Monitoring that indicates an upward trend towards proficiency of 80% or higher. Class room Walkthrough

G3. Increase rigor through writing and effective higher order questioning and higher order tasks. 1

G036147

G3.B1 Lack of knowledge for writing instruction using authentic writing and writing across the curriculum 2

B086497

G3.B1.S1 Professional Development through coaching and modeling: Development of high order questions/tasks in workstations that have a writing component Instructional strategies for using complex text. Effective use of Gradual Release 4

S097208

Strategy Rationale

Writing across the curriculum but mainly embedded in ELA using text is essential in meeting the standards of FSA.

Action Step 1 5

Professional development training to effectively teach writing across the curriculum but especially focused in ELA.

Person Responsible

Christiana Robbins

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Weekly Assessments On Track tests On going Progress Monitoring Bench Mark Tests
Writing assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

School coaches, as well as District and Differentiated Accountability (DA) support staff will provide professional development on integrating the elements of writing into daily instruction.

Person Responsible

Pat Phillips

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Exit slips designed to assess check for understanding Lesson Plans Analysis of monthly assessments in Google Docs show a trend upward after each assessment with a target of 80% toward proficiency or 10 points in writing.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Progress monitoring that includes an analysis of 80% of students scoring maximum points in writing

Person Responsible

Lori Harper-Barber

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

With an understanding of the integration of literacy skills, teachers can begin to model thinking during think-alouds, as well as writing to text. Student created questions using stems Data Chats

G4. Develop and implement with fidelity structures to identify and support students that need Tier 3 Intervention in behavior and attendance. 1

 G036148

G4.B1 *Lack of personnel for alternatives to suspension such as a time out room or Saturday school 2

 B086498

G4.B1.S1 *Assign a paraprofessional to monitor in school detention/timeout 4

 S097209

Strategy Rationale

Students can be monitored and still complete class work that same day. Reduces the temptation to be disruptive just to go home.

Action Step 1 5

Train teachers in Stop Light management system and positive behavior reinforcement.

Person Responsible

Kevin Peoples

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Reduction in the number of behavioral referrals by 50% in the months of Feb.-April compared to 2012-2013 data. Tardy reduction and absences reduced by 15% compared to 2012-2013 data in the months Feb.-April.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Fidelity will be monitored through class room observations by BRT, school counselor, and Principal. Monitoring for fidelity will occur via data chats with teachers at least once a month. Principal walk throughs will occur at least three times a week. A formal observation will occur twice a year.

Person Responsible

Pat Phillips

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Reduction in the number of out of school suspensions by the end of the year as compared to the first nine weeks of the 2014-2015 school year. Reduction of at least 50%.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Effectiveness will be monitored through class room observations by BRT, school counselor, and Principal and a reduction in the number of referrals. Principal walk throughs will occur at least three times a week. A formal observation will occur twice a year.

Person Responsible

Jennifer Kozakoff

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Reduction in the number of suspensions and an increase in attendance as compared to the first nine weeks of the 2014-2015 school year. 50% reduction in suspensions. 95% of students with 90% attendance or better.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Data collected from class room walkthroughs and analysis of assessment data will focus on giving teachers support to make changes to instruction that will increase student proficiency by using the Gradual Release Model.	Phillips, Pat	8/25/2014	Data from progress monitoring such as weekly assessments, FAIR, and writing assessments Progress monitoring-On Track FSA results in late spring or early summer Class Walk Throughs and observations	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Small group differentiated math instruction -Creation of rigorous learning centers which include opportunities to practice skills independently Effective use of Gradual Release Development of high order questions Use of data chats including progress monitoring of skills for all students	Johnson, Vamadria	8/25/2014	Bench Mark Assessments, Specific Program Tests, Series Tests, Walkthroughs, Instructional Review Model	6/4/2015 monthly
G3.B1.S1.A1	Professional development training to effectively teach writing across the curriculum but especially focused in ELA.	Robbins, Christiana	8/25/2014	Weekly Assessments On Track tests On going Progress Monitoring Bench Mark Tests Writing assessments	6/4/2015 biweekly
G4.B1.S1.A1	Train teachers in Stop Light management system and positive behavior reinforcement.	Peoples, Kevin	8/25/2014	Reduction in the number of behavioral referrals by 50% in the months of Feb.-April compared to 2012-2013 data. Tardy reduction and absences reduced by 15% compared to 2012-2013 data in the months Feb.-April.	6/4/2015 monthly
G1.MA1	School coaches, as well as District and Differentiated Accountability (DA) support staff will provide ongoing support through collaboration, common planning, PLC, the Coaching Cycle, and the use of Master Teachers as Models of Support. Walkthrough data as well as analysis of the Google Doc assessment information will be used to provide support for teachers with instruction.	Fields, Kendra	8/25/2014	Data Chat notebooks Meeting Minutes Coaches logs On going Progress Monitoring which indicates an upward trend in assessment data with proficiency at 70% Formal and Informal observations	6/4/2015 monthly
G1.B1.S1.MA1	Planning meetings and data analysis once a week in reading will take place with 80% being the benchmark for proficiency on assessments.	Harper-Barber, Lori	8/25/2014	On Track Assessments Weekly-Bi-weekly assessments Ongoing Progress Monitoring Discovery Education Fast Forward	6/4/2015 weekly
G1.B1.S1.MA1	Teacher Lesson Plans Google Docs assessment data Title 1 Documentation for Intervention students Data chats with students Planning meetings Fidelity will be monitored through class room observations by both coaches, FCIM, CRT, and Principal. Monitoring for fidelity will occur via data chats with students and teachers at least once a month. Principal walk throughs will occur at least three times a week. A formal observation will occur once a year for one hour in reading.	Robbins, Christiana	8/25/2014	Informal Observations Formal Observations Coaches logs Pre/Post test data	6/4/2015 biweekly
G2.MA1	-Periodic data chats including progress monitoring of skills for all students. School coaches, as well as District and Differentiated Accountability (DA) support staff will provide ongoing support through collaboration, common planning, PLC, the Coaching Cycle, and the use of Master Teachers as Models of Support. Walkthrough data as well as analysis of the Google Doc assessment information will be used to provide support for teachers with instruction.	Harper-Barber, Lori	8/25/2014	FCIM Process Walk Throughs Observations Data Chat notebooks Meeting Minutes Coaches logs On going Progress Monitoring which indicates an upward trend in assessment data with proficiency at 70% Formal and Informal observations	6/4/2015 biweekly
G2.B1.S1.MA1	Math Planning and Delivery guide to include use of Gradual Release, appropriate complex question development and mini-lessons created to address skill gaps. School coaches, as well as District and Differentiated Accountability (DA) support staff will provide ongoing support through	Robbins, Christiana	8/25/2014	Data Chats Ongoing Progress Monitoring that indicates an upward trend towards proficiency of 80% or higher. Class room Walkthrough	6/4/2015 biweekly

Alachua - 0101 - W. A. Metcalfe Elementary School - 2014-15 SIP
W. A. Metcalfe Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	collaboration, common planning, PLC, the Coaching Cycle, and the use of Master Teachers as Models of Support. Walkthrough data as well as analysis of the Google Doc assessment information will be used to provide support for teachers with instruction.				
G2.B1.S1.MA1	Fidelity will be monitored through class room observations by both coaches, FCIM, CRT, and Principal. Monitoring for fidelity will occur via data chats with students and teachers at least once a month. Principal walk throughs will occur at least three times a week. A formal observation will occur once a year for one hour in math.	Phillips, Pat	8/25/2014	Increase in scores on Math assessments via pre- and post test results and also on benchmark tests with a target toward 70% proficiency or higher on these assessments. Areas of effective instruction via the teacher appraisal will increase between the first and second teacher observation.	6/4/2015 biweekly
G3.MA1	Google Docs Lesson Plans Will monitor to determine if students are making a 5-10% increase after each assessment or if there is regression. If a regression, determine what remediation is needed or adjustment to groups of students for focused small group instruction	Fields, Kendra	8/25/2014	Teacher created artifacts using higher order questioning to promote writing	6/4/2015 monthly
G3.B1.S1.MA1	Progress monitoring that includes an analysis of 80% of students scoring maximum points in writing	Harper-Barber, Lori	8/25/2014	With an understanding of the integration of literacy skills, teachers can begin to model thinking during think-alouds, as well as writing to text. Student created questions using stems Data Chats	6/4/2015 biweekly
G3.B1.S1.MA1	School coaches, as well as District and Differentiated Accountability (DA) support staff will provide professional development on integrating the elements of writing into daily instruction.	Phillips, Pat	8/25/2014	Exit slips designed to assess check for understanding Lesson Plans Analysis of monthly assessments in Google Docs show a trend upward after each assessment with a target of 80% toward proficiency or 10 points in writing.	6/4/2015 biweekly
G4.MA1	Behavior Resource Teacher, School Counselor, and Principal will provide ongoing support through collaboration, common planning, PLC, and the use of Master Teachers as Models of Support to assess effective class room management strategies .Walkthrough data as well as analysis of the Discipline Data Report information will be used to provide support for teachers with class room management.	Kozakoff, Jennifer	8/25/2014	Reduction in number of referrals by 50% as compared to the first nine weeks of 2014-2015 school year.	6/4/2015 monthly
G4.B1.S1.MA1	Effectiveness will be monitored through class room observations by BRT, school counselor, and Principal and a reduction in the number of referrals. Principal walk throughs will occur at least three times a week. A formal observation will occur twice a year.	Kozakoff, Jennifer	8/25/2014	Reduction in the number of suspensions and an increase in attendance as compared to the first nine weeks of the 2014-2015 school year. 50% reduction in suspensions. 95% of students with 90% attendance or better.	6/4/2015 monthly
G4.B1.S1.MA1	Fidelity will be monitored through class room observations by BRT, school counselor, and Principal. Monitoring for fidelity will occur via data chats with teachers at least once a month. Principal walk throughs will occur at least three times a week. A formal observation will occur twice a year.	Phillips, Pat	8/25/2014	Reduction in the number of out of school suspensions by the end of the year as compared to the first nine weeks of the 2014-2015 school year. Reduction of at least 50%.	6/4/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase Proficiency by increasing teacher effectiveness through an instructional delivery system that includes a gradual release of responsibility.

G1.B1 • Lack of sufficient time for professional development

G1.B1.S1 • Professional Development in Gradual Release Model • Data chats • Increase use of Higher Order Thinking through higher order questioning • Increase rigor through the use of DOK

PD Opportunity 1

Data collected from class room walkthroughs and analysis of assessment data will focus on giving teachers support to make changes to instruction that will increase student proficiency by using the Gradual Release Model.

Facilitator

CRT District Coaches School Based Coaches

Participants

School coaches, as well as District and Differentiated Accountability (DA) support staff, Teachers in grades K-5 which includes ESE teachers of students on Alternate Assessment

Schedule

Weekly, from 8/25/2014 to 6/4/2015

G2. Increase proficiency by increasing teacher effectiveness through an instructional delivery system that includes a gradual release of responsibility.

G2.B1 • Lack of teacher content knowledge

G2.B1.S1 Professional Development Coaching and Modeling: Gradual Release of Responsibility Mini-lessons on content focused skills Intervention teachers for math instruction-fill the gaps Math Vocabulary instruction Coaching and Modeling

PD Opportunity 1

Small group differentiated math instruction -Creation of rigorous learning centers which include opportunities to practice skills independently Effective use of Gradual Release Development of high order questions Use of data chats including progress monitoring of skills for all students

Facilitator

DA Support Team FCIM District coach

Participants

DA Support Team FCIM Principal District coach

Schedule

Monthly, from 8/25/2014 to 6/4/2015

G3. Increase rigor through writing and effective higher order questioning and higher order tasks.

G3.B1 Lack of knowledge for writing instruction using authentic writing and writing across the curriculum

G3.B1.S1 Professional Development through coaching and modeling: Development of high order questions/tasks in workstations that have a writing component Instructional strategies for using complex text. Effective use of Gradual Release

PD Opportunity 1

Professional development training to effectively teach writing across the curriculum but especially focused in ELA.

Facilitator

State Coaches District Coaches CRT FCIM

Participants

School coaches, as well as District and Differentiated Accountability (DA) support staff, Teachers in grades K-5 which includes ESE teachers of students on Alternate Assessment

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

G4. Develop and implement with fidelity structures to identify and support students that need Tier 3 Intervention in behavior and attendance.

G4.B1 *Lack of personnel for alternatives to suspension such as a time out room or Saturday school

G4.B1.S1 *Assign a paraprofessional to monitor in school detention/timeout

PD Opportunity 1

Train teachers in Stop Light management system and positive behavior reinforcement.

Facilitator

Behavior Resource teacher, school counselor, principal

Participants

All faculty and staff, CRT, and FCIM

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Increase Proficiency by increasing teacher effectiveness through an instructional delivery system that includes a gradual release of responsibility.	6,000
Goal 2: Increase proficiency by increasing teacher effectiveness through an instructional delivery system that includes a gradual release of responsibility.	200,000
Goal 3: Increase rigor through writing and effective higher order questioning and higher order tasks.	3,000
Goal 4: Develop and implement with fidelity structures to identify and support students that need Tier 3 Intervention in behavior and attendance.	3,000
Grand Total	212,000

Goal 1: Increase Proficiency by increasing teacher effectiveness through an instructional delivery system that includes a gradual release of responsibility.

Description	Source	Total
B1.S1.A1 - Professional Development Stipends for after school	Title I Part A	6,000
Total Goal 1		6,000

Goal 2: Increase proficiency by increasing teacher effectiveness through an instructional delivery system that includes a gradual release of responsibility.

Description	Source	Total
B1.S1.A1 - Salary for Intervention teachers, class size reduction teacher, and FCIM: Valerie Scott Karen Redmond Rachel Kates Lori Barber Ruth Roberts	Title I Part A	200,000
Total Goal 2		200,000

Goal 3: Increase rigor through writing and effective higher order questioning and higher order tasks.

Description	Source	Total
B1.S1.A1 - Document Cameras and writing consultants	Title I Part A	3,000
Total Goal 3		3,000

Goal 4: Develop and implement with fidelity structures to identify and support students that need Tier 3 Intervention in behavior and attendance.

Description	Source	Total
B1.S1.A1 - Positive Behavior Support Incentives Honor Roll Student of the week incentives Parent Involvement Activities	General Fund	3,000
Total Goal 4		3,000