

# Garden City Elementary School

8-Step problem solving step zero school strategic goals college and career students mission vision public and collaborative teaching family and community involvement planning building relationships increased achievement and achievement needs assessment resources effective leadership strategies ambitious supportive environment instruction improvement



## 2014-15 School Improvement Plan

## Garden City Elementary School

2814 DUNN AVE, Jacksonville, FL 32218

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

### School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	58%
Alternative/ESE Center	Charter School	Minority
No	No	90%

### School Grades History

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

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### 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>.

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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 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
Focus	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Garden City Elementary school will create a challenging learning environment that encourages high expectations for the success of all students.

##### Provide the school's vision statement

Garden City Elementary School will provide a caring and stimulating environment where children will recognize and achieve their full potential.

#### School Environment

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

Our school learns about students' cultures and builds relationships between teachers and students both formally and informally. Informally, teachers and staff regularly conduct conversations with students as well as creating a culture of collaboration while in centers and small groups.

The more formal opportunities include conferences, beginning of the year activities such as back to school Meet and Greet, Open House, a common school theme: "Think, Explore, Create... A Formula for Success", performances from the school chorus and drum line, quarterly parent involvement activities, and Social Studies and Reading lessons.

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

Garden City Elementary uses a school wide discipline plan that is communicated to all stakeholders. Our teachers and administrators are committed to consistent collaboration using our Foundations Committee to communicate with the faculty and staff. This committee create policies, reviews CHAMPS procedures, monitors and make adjustments to ensure that we are providing a learning environment that is conducive to learning and teaching. A school-wide safety plan is developed yearly, in-serviced to staff, and implemented throughout the school enforce the safety and well-being of all students, faculty/staff, and visitors.

The goal is to provide the best possible learning environment for all students. For this reason, we seek to modify the behavior of those who disrupt the educational process. In the event, a student's behavior is not meeting our school wide expectations, the following process will be used:

- Positive behavior referrals and awards (student of the month, etc.)
- Mentors
- Anti-bullying and conflict resolution
- Referral to School Counselor
- Verbal Parent contact (phone)
- Written notification (Behavior Incident Reports/Referrals)
- Parent Conference
- Referral to the Response to Intervention Committee (R.T.I.)

##### 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

The school-wide behavior plan at Garden City Elementary consists first of our Rituals and Routines, Guidelines for Success, positive behavior referrals, student of the month and other positive recognition opportunities. The Student Code of Conduct with a Tiered System of procedures for infractions of the District and School rules not adhered to. The Colored-coded Behavior Chart in every classrooms helps students monitor their behavior.

**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**

Our school counselor monitors to ensure that all children have an opportunity to obtain a high-quality education. The following are provided:

1. Small group counseling sessions for Tier II and III behavior students.
2. Child Safety Matters classroom lessons and A.L.E.R.T. lessons.
3. Supplemental Educational Services or SAI: students earning a Level 1 or Level 2 on the state assessments are encouraged to participate in this program which offers after school remediation in reading and math. Parents will be invited to attend an informational workshop to receive information about the program.
4. I.D.E.A. Exceptional Student Education Facilitate parent involvement activities to disseminate resource support for ESE students and parents.
5. ESOL Program Facilitate parent involvement activities to disseminate information about English Language Learners and resource support.

**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**

Monitor student attendance, progress reports, and number of student referrals.

1. Track attendance of students below 90 percent and provide mentors.
2. Provide mentors and counseling groups for students with multiple referrals.
3. All Level 1 students will work with reading interventionist for additional support.

**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	17	7	4	4	3	0	35
One or more suspensions	4	6	14	20	21	16	81
Course failure in ELA or Math	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	2	18	16	36

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	2	2	3	7

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

1. Tier II and Tier III Interventions
2. Mentors

**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/51943>.

**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**

See school's Parent Involvement Plan.

**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
Gerdes, Barbara	Principal
Little-Bartley, Erica	Assistant Principal
Beasley, Tonia	Instructional Coach
Campbell, Gerald	Instructional Coach

**Duties**

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

The team meets regularly:

1. To facilitate the design and implementation of the school improvement plan.
2. To encourage support and involvement from parents and the community.
3. To review school achievement data and develop instructional goals
4. To plan and facilitate professional development opportunities for teachers and staff.

5. To identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks and develop strategies for enhance their learning.

***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***

The leadership team will:

- Develop and monitor the implementation of the School Improvement Plan.
- Build Capacity in the the School to improve the following areas:
  - Communication
  - Curriculum
  - School Climate
  - Parent Involvement
  - Staff development
  - Instructional materials
- The leadership team will meet with staff, School Advisory Counsel (SAC), and Shared Decision Making Team (SDM) and curriculum committees to develop the School Improvement Plan for 14-15 based on the previous data and AMO performance targets.
- The leadership team will review data (diagnostic, progress monitoring, etc) to identify the professional development activities needed to create effective learning environments.
- The RtI facilitator will provide professional development to the SAC members and school staff on the RtI process. The leadership will work with the RtI committee to develop an research-based intervention plan to address deficiencies.
- Programs/resources available:
  1. Supplemental Educational Services or SAI: students earning a Level 1 or Level 2 on the state assessments are encouraged to participate in this program which offers after school remediation in reading and math. Parents will be invited to attend an informational workshop to receive information about the program.
  2. Math and Reading Interventionist
  3. I.D.E.A. Exceptional Student Education Facilitate parent involvement activities to disseminate resource support for ESE students and parents.
  4. ESOL Program Facilitate parent involvement activities to disseminate information about English Language Learners and resource support.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Student	

#### 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*

Last year's school improvement plan was provided along with FCAT 2.0 data for Reading, Math and Science at the first meeting. A discussion was held to determine if SIP goals were met for 2013-14.

The goals for the 2014-2015 were discussed along with the needs of the school and strategies to use in order to meet the goals.

*Development of this school improvement plan*

The School Advisory Council (SAC) assist in the preparation and evaluation of the school improvement plan by sharing ideas and suggestion to best support implementation of the educational goals and objectives.

The initial SAC meeting involved a discussion concerning the school's performance on FCAT 2.0. All present participated in a discussion about how to improve the school grade. The data was analyzed for trends, barriers, and concerns.

*Preparation of the school's annual budget and plan*

The school's budget is shared with SAC members. A discussion is held regarding the needs of the school and how SIP dollars can best meet the needs of the school. A need's assessment from the staff will be used to focus this discussion. Needs will be prioritized and placed within the confines of the budgeted dollars.

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

The School Improvement funds will be used to provide additional instructional materials for teachers to support students academic success.

***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
Beasley, Tonia	Teacher, K-12
Sheffield, Katrina	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The major initiatives for the Literacy Leadership Team will be to:

1. Work with Reading coach to review and set implementation goals for all district initiatives.
2. Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs
3. Monitor and support the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction and strategies with fidelity.
4. Develop Literacy Family nights to promote Reading/Writing and increase parent involvement.
5. Unpack the reading standards and use item specifications to develop rigorous student work. at each grade level.

The team will be comprised of ELA teachers from all grades K-5 and a ESE teacher.

## 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

1. Team building activities
2. Wellness activities
3. Collaborative planning opportunities available during the school day.
4. Fluid professional development available throughout the year.
5. Sunshine committee that supports activities for teachers.

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

Administration will work with district Human Resource Department to recruit highly qualified teachers. Retaining teachers in our classrooms requires giving them adequate preparation, support, leadership, and autonomy that reflects their professional stature. This level of support will be provided by the Administration/Leadership Team (i.e Principal, Assistant Principal, Reading & Math Coach). New teachers to the school will be provided a mentor, collaborative planning time and modeled lessons from an instructional coach.

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

One successful way of supporting new teachers in being successful is through a mentoring, or induction, program. Mentoring programs, if implemented properly, can help to both retain new teachers and provide satisfaction for them in their new profession. Although the district offers the MINT (Mentoring and Induction for Novice Teachers) Program; at the school level we pair teachers according to their discipline and goals of the program.

Mentors help novices learn by doing - applying theory in practice - and also inspire them, keeping them motivated to persevere. The mentor will be a resource to provide guidance in such areas as classroom management, curriculum planning, classroom organization, and other pedagogical concerns. This will be accomplished through peer observation and one-on-one coaching.

The Mentor and novice teacher meet twice a month, every two weeks, to act as a personal resource to the new teacher as well. Mentors will provide assistance in personal matters with respect, confidentiality, and support. In doing so, the mentor will encourage self-reflection and analysis on the part of the new teacher, to help the teacher grow both as a person and a professional. The following support strategies will be utilized to ensure continuous support of our novice teachers:

- mentor observation cycles in which new teachers receive formative feedback and targeted coaching
- new teacher observations of model teachers with a focus on identified challenges and Educator

#### Accomplished Practices

- PDF monthly MINT learning sessions that focus on identified areas of need
- collaborative learning groups or PLCs provide additional layers of support and learning opportunities

The following criteria will be utilized when selecting mentors:

Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification
- disposition/interpersonal skills

- common planning
- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

## 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. Use of DCPS Curriculum Guides
2. Use of FL Standards.
3. Use of FI Test Item Specifications.
4. Unpacking of standards aligned to resources.
5. District coordinates materials for use at the school level.

#### 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**

Data is utilized to determine the level of support the student needs to achieve the expected level of proficiency for the grade level; additional instruction, small group or individualize instruction or research based interventions. Students who are performing below the expectations of the grade level based on 2014 FCAT 2.0 (Levels 1 and 2) will receive additional support during small group instruction in identified areas of weakness daily. Also, students performing below proficiency in Reading will receive additional support from the school based Reading Interventionist 3-5 times weekly in areas of identified weakness.

Our instructional coaches (math and reading) will push in to classrooms assisting with lesson presentation, teacher-led small groups and centers. The coaches will work with teachers weekly planning instruction based on the Florida Standards, Curriculum Guides and data.

**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

Extended Day provides additional support and enrichment activities to students. Students will participate in additional teacher-led groups and center rotations in order to increase achievement in the areas of math and reading.

**Strategy Rationale**

Small group instruction and center rotations based on data allow teachers to provide targeted and focused instruction matched to student need.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gerdes, Barbara, gerdesb@duvalschools.org

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

Students are monitored through school data sources (Performance Matters, Teacher Data) each quarterly.

**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**

To support preschool children in transition from early childhood programs Garden City Elementary will:

- Schedule a Meet & Greet Transition Session in the Spring for preschool children and their families to visit the school and observe the kindergarten learning environment.
- Meet with families to address the curriculum, District, and School Expectation as well as any concerns to:

1. Promote Continuity from Preschool to Kindergarten

Fundamental to a smooth transition are relationships that serve as a bridge between the family and school and provide continuity from preschool to kindergarten. These relationships will be among parents, teachers, family workers, other school staff, and the child's peers.

2. Focus on Family Strengths:

Relationships between schools and families will be developed through supportive, positive interactions initiated by the school.

3. Tailor Practices to Individual Needs

The actual set of transition practices enacted will be based on the needs and strengths of that child. Thus, this approach will be designed to be flexibly applied across a wide range of needs and strengths.

**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***

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

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

***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***

## 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.** To decrease the number of suspensions during the 2014-2015 school year by 10 % from 163 to 147.
- G2.** Decrease the number of students who are absent 20 or more days of instructional days during 2014-2015 by 15% from 41 to 35.
- G3.** In grades 3-5, 56% of the students will score in the proficiency range in Mathematics on the 2015 Florida State Assessment.
- G4.** In grades 3-5, 65% of the students will achieve mastery of level 3 or above on the 2015 Reading Florida State Assessment.
- G5.** In both 4th and 5th grade, 65% of the students will score in the proficient range on the 2015 writing component Florida State Assessment.
- G6.** In 5th Grade, 45% of the students will achieve mastery of Level 3 or higher on the 2015 Science Florida Statement..

### 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. To decrease the number of suspensions during the 2014-2015 school year by 10 % from 163 to 147.

1a



**Targets Supported** 1b

Indicator	Annual Target
	10.0

**Resources Available to Support the Goal** 2

- Principal, Assistant Principal, Response to Intervention (RtI), Foundations/Champs, Character Education Second Step

**Targeted Barriers to Achieving the Goal** 3

- Ensuring that Foundations and CHAMPS strategies are implemented with equity and fidelity throughout the school. Implementing and maintaining school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation. Teachers familiarizing themselves with the student code of conduct and following the school's policy as it relates to writing a referral.

**Plan to Monitor Progress Toward G1.** 8

The principal, Leadership Team, SAC and Foundations Team members will meet during the Annual Stakeholder's meeting to review SIP goals and strategies related to Character Education and disciplinary data. A Mid-year SIP review will be conducted to identify next steps for improvement and adjustments will be made based upon data.

**Person Responsible**

Barbara Gerdes

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

**Plan to Monitor Progress Toward G1.** 8

The principal, Leadership Team, SAC and Foundations Team members will meet during the Annual Stakeholder's meeting to review SIP goals and strategies related to Character Education and disciplinary data. A Mid-year SIP review will be conducted to identify next steps for improvement and adjustments will be made based upon data.

**Person Responsible**

Barbara Gerdes

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Documentation of RTI Meetings, Agendas Referral Data from Genesis, Climate Survey Data, and Classroom Observations. Foundations Common Area Observations, Evidence of CHAMPS strategies within classrooms, and RTI Meeting Agendas and Strategies.

**G2.** Decrease the number of students who are absent 20 or more days of instructional days during 2014-2015 by 15% from 41 to 35. **1a**



**Targets Supported** **1b**

Indicator	Annual Target
Attendance rate	15.0

**Resources Available to Support the Goal** **2**

- Collaboration with the District Attendance Officer and Monthly Attendance Meetings (AIT) • Use of the School Messenger System to notify parents when students are absent from school • Use of the On/Course System and Genesis to monitor and input daily attendance

**Targeted Barriers to Achieving the Goal** **3**

- Lack of parent understanding, support and or concern.

**Plan to Monitor Progress Toward G2.** **8**

Collect attendance data, monitor progress, and follow up with parents as needed.

**Person Responsible**

Teresa Brazil

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Daily attendance sheets will be collected, parent check-in and check-out logs, attendance referrals, parent meeting log, and school attendance agreement between the parent and district.

**G3.** In grades 3-5, 56% of the students will score in the proficiency range in Mathematics on the 2015 Florida State Assessment. 1a



**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	56.0

**Resources Available to Support the Goal** 2

- The resources that we will use to help the students reach this goal are i-Ready prescribed lessons, ready common core remediation books during center rotations and the extended hour of instruction,CGA's, MAFS, district specialists, informal assessments as well as EnVisions differentiated lessons.

**Targeted Barriers to Achieving the Goal** 3

- New Florida Standards 50% of students in grades 3-5 are at least a one year deficit in numbers sense Students lack knowledge of foundational number sense.
- Math instruction lacks rigor and does not advance student critical thinking skills.

**Plan to Monitor Progress Toward G3.** 8

Students will complete monthly performance task to assess progress towards the goal.

**Person Responsible**

Gerald Campbell

**Schedule**

Monthly, from 9/26/2014 to 5/29/2015

**Evidence of Completion**

Performance task scores will be recorded on student profile sheets and submitted to administration.

**G4.** In grades 3-5, 65% of the students will achieve mastery of level 3 or above on the 2015 Reading Florida State Assessment. 1a

**Targets Supported** 1b

 G039702

Indicator	Annual Target
AMO Reading - All Students	63.0

**Resources Available to Support the Goal** 2

- Reading Coach, Curriculum Guide, Achieve 3000, FCRR and Cplams activities are used during reading rotation centers and integrated during small group instruction.

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack understanding LAFS and instructional strategies that will increase student reading achievement. Students will take a new Florida Assessment
- We have a limited amount of Reading Common Core resources and instructional materials.

**Plan to Monitor Progress Toward G4.** 8

Collect data from i-ready reading computer based instructional and assessment program, Reading Curriculum Guide Assessments, DAR, Achieve 3000, and teacher made assessment.

**Person Responsible**

Barbara Gerdes

**Schedule**

Monthly, from 9/23/2014 to 6/2/2015

**Evidence of Completion**

Student data will be collected after each assessment. Student data will be monitored based on progress from one assessment period to the next. The data will be analyzed. Then, instruction and interventions will be created and implemented based on the data.

**G5.** In both 4th and 5th grade, 65% of the students will score in the proficient range on the 2015 writing component Florida State Assessment. 1a



**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- 10 point Scoring Rubrics Social Studies/Science Text Writing School Writing Assessments  
Achieve 3000 Reading Coach Common/Vertical Planning

**Targeted Barriers to Achieving the Goal** 3

- Students lack knowledge on supporting evidence from text. Students lack knowledge in formulating opinions and developing support of their ideas. Students have difficulty transferring thoughts and ideas orally in written expression.

**Plan to Monitor Progress Toward G5.** 8

Analyze student data to determine progression.

**Person Responsible**

Tonia Beasley

**Schedule**

Every 6 Weeks, from 9/9/2014 to 6/2/2015

**Evidence of Completion**

Data Chat Documents Student Writing Samples

**G6.** In 5th Grade, 45% of the students will achieve mastery of Level 3 or higher on the 2015 Science Florida Statement.. 1a



**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- We will use the following resources to help reach this goal: Science Lab Gizmos Interactive Journals Science Fair Science Parent Night Achieve 3000

**Targeted Barriers to Achieving the Goal** 3

- Teachers are not using a variety or series of questions or prompts. Students are not exposed to enough hands on experiences. Teachers have limited background knowledge of the content. There is a lack of resources and consumables. Teachers do not understand Gradual Release Model for Science.

**Plan to Monitor Progress Toward G6.** 8

Analyze student data to determine progression.

**Person Responsible**

Aricka Mitchell

**Schedule**

Weekly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Data Chat Documents Results from Scrimmage, CGA, FCAT Test Maker assessments.

## 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. To decrease the number of suspensions during the 2014-2015 school year by 10 % from 163 to 147. 1

 G041497

**G1.B1** Ensuring that Foundations and CHAMPS strategies are implemented with equity and fidelity throughout the school. Implementing and maintaining school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation. Teachers familiarizing themselves with the student code of conduct and following the school's policy as it relates to writing a referral. 2

 B100567

**G1.B1.S1** Foundations is designed to create Safe and Civil Schools using a positive and proactive systems approach to improve the school climate, behavior management, and discipline practices. CHAMPS is the classroom management component of Foundations. Both Foundations/CHAMPS contain strategies that address all three tiers of the continuum of the behavioral system of Response to Intervention. 4

 S111848

### Strategy Rationale

To create an environment that is conducive to learning which limits time for behavior that is inappropriate.

### Action Step 1 5

Foundation/Discipline Team members will meet to analyze data and provide professional development during early release sessions. The foundations/discipline team members will participate in the implementation cycle to review, prioritize, revise, adopt and implement strategies to improve school-wide rituals and routines. Teachers will receive CHAMPS professional development and implement strategies to assist with classroom management.

### Person Responsible

Barbara Gerdes

### Schedule

Monthly, from 8/18/2014 to 6/5/2015

### Evidence of Completion

The number of referrals/offenses will be compared with the number from the previous year. Data from the School Climate and Foundations Surveys and Focus Walks. Evidence of School-Wide implementation of Foundation/CHAMPS, Common Area rituals, routines and strategies.

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

Implement and maintain school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation. Provide teachers with the tools they need to succeed inside of their classrooms with students who have behavior issues. Provide frequent training on classroom and behavior management, deescalation techniques, cultural awareness, conflict resolution and restorative practices.

### **Person Responsible**

Barbara Gerdes

### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

### **Evidence of Completion**

Documentation of RTI Meetings Agendas Referral Data Climate Survey Data Classroom Observations Evidence of the use of CHAMPS and Foundations Strategies within classrooms and throughout the school building.

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

Facilitate positive interactions between students and teachers. Decrease referrals, suspensions and in school suspensions. Establish a sense of trust, collaboration and community within the school. Increase educational opportunities and instructional time for students and teachers.

### **Person Responsible**

Barbara Gerdes

### **Schedule**

Daily, from 8/18/2014 to 6/5/2015

### **Evidence of Completion**

CHAMPS Training and Sign in sheets Intervention Logs Foundations Team members will analyze data and conduction observations of common areas and report data found. Foundations Surveys, Common Area Observations and Documentation.

**G2.** Decrease the number of students who are absent 20 or more days of instructional days during 2014-2015 by 15% from 41 to 35. 1

 G040742

**G2.B1** Lack of parent understanding, support and or concern. 2

 B098652

**G2.B1.S1** Inform parents of the Compulsory Attendance Laws- Florida Statues 1003.2, 1003.24, and 1003.27 Communicate with parents when excessive non-attendance problems occur in a timely manner. Create/develop extracurricular activities and opportunities to motivate students to want to come to school. 4

 S110036

### **Strategy Rationale**

By educating parents that Increased attendance will increase academic success,

### **Action Step 1** 5

Create an open line of communication between school and parents about the importance of school attendance.

#### **Person Responsible**

Teresa Brazil

#### **Schedule**

Weekly, from 9/9/2014 to 6/2/2015

#### **Evidence of Completion**

Increase number of students earning attendance awards. Decrease number of attendance meetings for school and parents.

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

Encourage teachers to monitor OnCourse daily for students with excess absences and report excessive absences to CRT and School Counselor.

#### **Person Responsible**

Teresa Brazil

#### **Schedule**

Daily, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Teacher classroom rosters being submitted to CRT Operator daily with corrected data.

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

The AIT Team will meet on the second and fourth Friday of each month with parents and students regarding absentee concerns and develop a attendance plan.

### **Person Responsible**

Teresa Brazil

### **Schedule**

Biweekly, from 9/19/2014 to 5/29/2015

### ***Evidence of Completion***

AIT referrals and attendance plan.

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

AIT Team will meet on the second and fourth Friday of each month with parents and students regarding absentee concerns and develop an attendance plan.

### **Person Responsible**

Teresa Brazil

### **Schedule**

Biweekly, from 9/25/2014 to 5/29/2015

### ***Evidence of Completion***

Decrease in the number of students missing 20 or more days. Increase number of students receiving attendance awards.

**G3.** In grades 3-5, 56% of the students will score in the proficiency range in Mathematics on the 2015 Florida State Assessment. 1

 G039703

**G3.B1** New Florida Standards 50% of students in grades 3-5 are at least a one year deficit in numbers sense Students lack knowledge of foundational number sense. 2

 B095962

**G3.B1.S1** Students will receive specific instruction in number sense during the extended hour to help close the deficit. 4

 S107223

### Strategy Rationale

Addressing the deficit during the extended hour allows teachers more time to explicitly teach the concept without cutting into the core math instructional framework.

### Action Step 1 5

Grade level teams will meet during common planning for collaboration and data analysis.

#### Person Responsible

Gerald Campbell

#### Schedule

Weekly, from 8/25/2014 to 6/5/2015

#### Evidence of Completion

Lesson plans, agenda and meeting notes

### Action Step 2 5

In classroom coaching and modeling using the strategies learned in PLC and Common planning to assist with implementation and ensure fidelity.

#### Person Responsible

Gerald Campbell

#### Schedule

Weekly, from 9/18/2014 to 6/4/2015

#### Evidence of Completion

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

Detailed lesson plans for the extended hour of instruction will be submitted weekly in oncourse. Additionally, administration will conduct weekly walk throughs to ensure implementation of plans with fidelity.

### **Person Responsible**

Barbara Gerdes

### **Schedule**

Weekly, from 8/25/2014 to 6/5/2015

### **Evidence of Completion**

Observation forms with constructive feedback and comments on lessons plans that were submitted in oncourse.

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

Analyze weekly assessments and i-Ready progress monitoring.

### **Person Responsible**

Gerald Campbell

### **Schedule**

Weekly, from 8/25/2014 to 6/5/2015

### **Evidence of Completion**

i-Ready progress report data meeting notes.

**G3.B1.S2** Teachers will differentiate and scaffold instruction to meet individuals. 4

 S120087

**Strategy Rationale**

Teachers will deliver instruction to meet the needs for different types of learners.

**Action Step 1** 5

Teachers will develop learning activities in weekly lesson plans to remediate or enrich student learning.

**Person Responsible**

Gerald Campbell

**Schedule**

Weekly, from 9/9/2014 to 6/4/2015

**Evidence of Completion**

RtI data, lesson plans and enrichment projects

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Data chats, analysis of student work and student data.

**Person Responsible**

Erica Little-Bartley

**Schedule**

Monthly, from 9/18/2014 to 6/4/2015

**Evidence of Completion**

Student work, student data and observations

## Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Progress monitoring, observations/feedback and data chats

### Person Responsible

Erica Little-Bartley

### Schedule

Monthly, from 9/11/2014 to 6/4/2015

### Evidence of Completion

Progress monitoring data and observation data

**G3.B2** Math instruction lacks rigor and does not advance student critical thinking skills. 2

 B108651

**G3.B2.S1** Common planning and monthly extended PLC with math coach and administration. 4

 S120088

### Strategy Rationale

Teachers will consistently deliver high quality instruction differentiated to meet individual student needs.

### Action Step 1 5

Teachers will analyze data in common planning and extended PLCs to plan and adjust instruction.

### Person Responsible

Gerald Campbell

### Schedule

Weekly, from 9/19/2014 to 6/4/2015

### Evidence of Completion

agendas, sign in sheets and meeting notes

## Action Step 2 5

Math coach will model strategies taught in PLC to assist with implementation and ensure fidelity

### **Person Responsible**

Gerald Campbell

### **Schedule**

On 6/4/2015

### ***Evidence of Completion***

observations, walk throughs

## Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Designated administrator will perform Informal/formal observations, walk throughs and weekly meeting with math coach.

### **Person Responsible**

Erica Little-Bartley

### **Schedule**

Weekly, from 9/18/2014 to 6/18/2015

### ***Evidence of Completion***

Coach logs and informal/formal observations

## Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Data chats

### **Person Responsible**

Erica Little-Bartley

### **Schedule**

Weekly, from 9/18/2014 to 6/18/2015

### ***Evidence of Completion***

Student work, coaches log and informal/formal observations

## Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Analysis of student work, iReady data, CGA and teacher made common assessments.

### Person Responsible

Erica Little-Bartley

### Schedule

Monthly, from 9/19/2014 to 6/4/2015

### ***Evidence of Completion***

coaching logs, observation data and progress monitoring data

**G3.B2.S2** Teachers will utilize high yield instructional strategies and embed mathematical practices daily in instruction. 4



### Strategy Rationale

Teachers will consistently deliver high quality instruction differentiated to meet individual student needs.

## Action Step 1 5

Math coach will model strategies taught in PLC to assist with implementation and ensure fidelity

### Person Responsible

Gerald Campbell

### Schedule

Weekly, from 9/10/2014 to 9/18/2014

### ***Evidence of Completion***

agenda, meeting notes and sign in sheets

## Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administration will observe strategies during instruction

### **Person Responsible**

Erica Little-Bartley

### **Schedule**

Weekly, from 9/22/2014 to 6/4/2015

### ***Evidence of Completion***

Classroom observation data, student work, and lesson plans

## Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Progress monitoring data will show increases in student performance levels.

### **Person Responsible**

Gerald Campbell

### **Schedule**

Monthly, from 9/25/2014 to 5/29/2015

### ***Evidence of Completion***

i-Ready progress data and classroom observations

**G4.** In grades 3-5, 65% of the students will achieve mastery of level 3 or above on the 2015 Reading Florida State Assessment. 1

 G039702

**G4.B1** Teachers lack understanding LAFS and instructional strategies that will increase student reading achievement. Students will take a new Florida Assessment 2

 B097066

**G4.B1.S1** Reading coach will model strategies taught in PLC and Common Planning to assist with implementation and ensure fidelity. 4

 S119022

### Strategy Rationale

Teachers will consistently deliver high quality effective instruction in Reading

### Action Step 1 5

Classroom support increase student to increase student performance.

#### Person Responsible

Tonia Beasley

#### Schedule

Weekly, from 9/2/2014 to 6/2/2015

#### Evidence of Completion

coaching logs, observations

### Action Step 2 5

#### Person Responsible

Barbara Gerdes

#### Schedule

Monthly, from 9/2/2014 to 6/2/2015

#### Evidence of Completion

Observations, data chats

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

Ongoing classroom visits to ensure implementation and utilization of professional development trainings

### **Person Responsible**

Barbara Gerdes

### **Schedule**

Monthly, from 9/2/2014 to 6/2/2015

### ***Evidence of Completion***

Observations and data chats

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

Increase in student proficiency on Quarterly CGA, common assessments and FSA.

### **Person Responsible**

Barbara Gerdes

### **Schedule**

Every 6 Weeks, from 9/9/2014 to 6/2/2015

### ***Evidence of Completion***

Student achievement data

**G4.B1.S2** Sustained time frames to collaborate with peers and effectively acquire skills and knowledge needed to increase achievement. 4



S119023

### Strategy Rationale

Teachers will consistently deliver high quality effective instruction in Reading

### Action Step 1 5

Grade level teams will meet weekly and one extended PLC monthly with administrative teams and Reading coach.

#### Person Responsible

Tonia Beasley

#### Schedule

Weekly, from 8/12/2014 to 6/2/2015

#### Evidence of Completion

agenda and sign in sheets

### Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

A designated administrator will attend the weekly and the monthly extend PLC.

#### Person Responsible

Barbara Gerdes

#### Schedule

Weekly, from 9/2/2014 to 6/2/2015

#### Evidence of Completion

Sign in sheets and agenda

## Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Administrators will observe teachers and monitor student data.

### **Person Responsible**

Barbara Gerdes

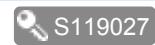
### **Schedule**

Weekly, from 9/2/2014 to 6/2/2015

### ***Evidence of Completion***

Observation logs and data chats.

**G4.B1.S3** Professional Development on lesson planning, high yield instructional strategies and extended thinking strategies. 4



### **Strategy Rationale**

Teachers will consistently deliver high quality effective instruction in Reading

## Action Step 1 5

Professional Development for teachers in LAFS.

### **Person Responsible**

Tonia Beasley

### **Schedule**

Weekly, from 8/19/2014 to 6/2/2015

### ***Evidence of Completion***

agendas and sign in sheets

## Action Step 2 5

### **Person Responsible**

### **Schedule**

### ***Evidence of Completion***

## Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Review lesson plans for high yield instructional strategies and extended thinking strategies.

### **Person Responsible**

Barbara Gerdes

### **Schedule**

On 5/29/2015

### ***Evidence of Completion***

Increase in student achievement levels on progress monitoring data and i-Ready.

## Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Conduct data chats and classroom observations throughout the school year.

### **Person Responsible**

Barbara Gerdes

### **Schedule**

On 5/29/2015

### ***Evidence of Completion***

Student data will show an increase in proficiency levels on progress monitoring data.

**G4.B2** We have a limited amount of Reading Common Core resources and instructional materials. 2

 B108639

**G4.B2.S1** Teachers will supplement the district provided Reading Common Core resources and instructional materials with online resources to enhance instruction. 4

 S120078

### **Strategy Rationale**

Teachers will consistently deliver rigorous instruction to advance students cognitively.

### **Action Step 1** 5

Weekly collaboration/lesson planning with grade level teachers, reading coach and administration.

#### **Person Responsible**

Barbara Gerdes

#### **Schedule**

Weekly, from 9/9/2014 to 6/2/2015

#### **Evidence of Completion**

lesson plans, student work, list of various web base resources

### **Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Weekly lesson plans will be monitored to check for the use of appropriate reading online Common Core resources.

#### **Person Responsible**

Barbara Gerdes

#### **Schedule**

Weekly, from 9/9/2014 to 6/2/2015

#### **Evidence of Completion**

Online (Reading Common Core) resources will be integrated into teacher's weekly lesson plans. Implementation of online resources will be evident during instruction and in rotation centers

## Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Use of i-ready reading assessments, the Curriculum Guide Assessments, DAR, student work, and teacher made assessment to monitor the effectiveness of the online resources we used to instruct our students.

### **Person Responsible**

Tonia Beasley

### **Schedule**

Weekly, from 9/9/2014 to 6/2/2015

### ***Evidence of Completion***

Collect and analyze samples of student work, teacher made assessment, i-ready reading progress monitoring tool, quarterly data from the Curriculum Guide Assessment, and DAR, to determine the effectiveness of the online instructional resources we used for instruction.

**G5.** In both 4th and 5th grade, 65% of the students will score in the proficient range on the 2015 writing component Florida State Assessment. 1

 G036619

**G5.B1** Students lack knowledge on supporting evidence from text. Students lack knowledge in formulating opinions and developing support of their ideas. Students have difficulty transferring thoughts and ideas orally in written expression. 2

 B087672

**G5.B1.S1** Teachers will integrate nonfiction and fiction text to strategically plan instruction that requires students to support opinions with evidence and elaboration based on the text. 4

 S098386

### Strategy Rationale

When responding to text of varying complexity text, students will be able to express themselves in both oral and written form to express opinions, explain ideas, and communicate information to others.

### Action Step 1 5

Students will increase their ability to cite evidence from the text, to include details that support answering the question in completion. This may also entail the student giving their opinion about a particular topic.

#### Person Responsible

#### Schedule

Weekly, from 9/9/2014 to 6/5/2015

#### Evidence of Completion

Student Work Samples Interactive Journals

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monitor the delivery of explicit instruction and supportive practice in citing evidence from the text and completely expressing opinions in detail across all content areas.

#### Person Responsible

Barbara Gerdes

#### Schedule

Monthly, from 9/9/2014 to 6/5/2015

#### Evidence of Completion

Interactive Journals Student sample work Data chats Informal/Formal Observation

## Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Students will cite evidence from rigorous text and effectively state opinions in writing across content.

### Person Responsible

Barbara Gerdes

### Schedule

Weekly, from 9/9/2014 to 6/2/2015

### Evidence of Completion

Interactive Journals Student Sample Work Teacher Anecdotal

**G5.B1.S2** Teachers will model (opinion and informative/explanatory) writing for students using evidence from the text to support ideas. 4



### Strategy Rationale

When responding to text of varying complexity text, students will be able to express themselves in both oral and written form to express opinions, explain ideas, and communicate information to others.

## Action Step 1 5

Teachers will model the writing process with students for use across content areas.

### Person Responsible

Tonia Beasley

### Schedule

Weekly, from 9/9/2014 to 6/2/2015

### Evidence of Completion

Student writing samples Interactive Journal entries

## Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Student writing will include both opinion and informative/explanatory with support and elaboration of ideas and details.

### **Person Responsible**

Tonia Beasley

### **Schedule**

On 6/2/2015

### ***Evidence of Completion***

Student work samples

## Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Teachers and students will use scoring rubrics to score writing.

### **Person Responsible**

Tonia Beasley

### **Schedule**

Biweekly, from 9/9/2014 to 6/2/2015

### ***Evidence of Completion***

Students writing Interactive journals

**G5.B1.S3** Expose students to complex text/literature to extend student thinking and writing. 4

 S119766

**Strategy Rationale**

When responding to text of varying complexity text, students will be able to express themselves in both oral and written form to express opinions, explain ideas, and communicate information to others.

**Action Step 1** 5

Teacher will use complex text with students to model thinking and writing.

**Person Responsible**

Tonia Beasley

**Schedule**

Weekly, from 9/9/2014 to 6/2/2015

**Evidence of Completion**

Student writing samples Interactive journals in reading and science

**Plan to Monitor Fidelity of Implementation of G5.B1.S3** 6

**Person Responsible**

**Schedule**

On 6/2/2015

**Evidence of Completion**

Student writing

**Plan to Monitor Effectiveness of Implementation of G5.B1.S3** 7

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G6.** In 5th Grade, 45% of the students will achieve mastery of Level 3 or higher on the 2015 Science Florida Statement.. 1

 G036620

**G6.B1** Teachers are not using a variety or series of questions or prompts. Students are not exposed to enough hands on experiences. Teachers have limited background knowledge of the content. There is a lack of resources and consumables. Teachers do not understand Gradual Release Model for Science. 2

 B087673

**G6.B1.S1** Teachers will use a combination of lower and higher order questions, allow students to participate in more hands-on activities, and explain content clearly. 4

 S098387

### Strategy Rationale

These strategies will challenge students cognitively and advance high level thinking to promote meta cognition. Hands-on activities represent a strategy of teaching in which the students will work in groups, interact with peers to manipulate various objects, ask questions that focus observations, collect data and attempt to explain natural phenomena.

### Action Step 1 5

Implement science non-fiction text during guided reading to develop conceptual understanding of vocabulary words to develop background knowledge of content.

#### Person Responsible

Tonia Beasley

#### Schedule

Daily, from 8/25/2014 to 6/5/2015

#### Evidence of Completion

Interactive Science Journals Exit Tickets Anecdotal Notes

### Action Step 2 5

Conduct hands on science experiments with students in the Science Lab to challenge students cognitively.

#### Person Responsible

Aricka Mitchell

#### Schedule

Weekly, from 9/2/2014 to 6/5/2015

#### Evidence of Completion

Interactive Journals Exit Tickets Science Lab Activities Anecdotal Notes

## Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Students increase usage of rigorous vocabulary words in writing and during accountable talk in small groups, center activities, and science lab activities.

### Person Responsible

### Schedule

Daily, from 8/25/2014 to 6/5/2015

### Evidence of Completion

Interactive Journal Teacher Anecdotal Notes

## Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Monitor the delivery of explicit instruction and supportive practice in effective comprehension strategies throughout the school day.

### Person Responsible

Barbara Gerdes

### Schedule

On 6/5/2015

### Evidence of Completion

Focus Walk Observation Log Informal/Formal Observation

## 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
G5.B1.S1.A1	Students will increase their ability to cite evidence from the text, to include details that support answering the question in completion. This may also entail the student giving their opinion about a particular topic.		9/9/2014	Student Work Samples Interactive Journals	6/5/2015 weekly
G6.B1.S1.A1	Implement science non-fiction text during guided reading to develop conceptual understanding of vocabulary words to develop background knowledge of content.	Beasley, Tonia	8/25/2014	Interactive Science Journals Exit Tickets Anecdotal Notes	6/5/2015 daily
G3.B1.S1.A1	Grade level teams will meet during common planning for collaboration and data analysis.	Campbell, Gerald	8/25/2014	Lesson plans, agenda and meeting notes	6/5/2015 weekly

**Duval - 0591 - Garden City Elementary School - 2014-15 SIP**  
**Garden City Elementary School**

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	Create an open line of communication between school and parents about the importance of school attendance.	Brazil, Teresa	9/9/2014	Increase number of students earning attendance awards. Decrease number of attendance meetings for school and parents.	6/2/2015 weekly
G1.B1.S1.A1	Foundation/Discipline Team members will meet to analyze data and provide professional development during early release sessions. The foundations/discipline team members will participate in the implementation cycle to review,prioritize, revise, adopt and implement strategies to improve school-wide rituals and routines. Teachers will receive CHAMPS professional development and implement strategies to assist with classroom management.	Gerdes, Barbara	8/18/2014	The number of referrals/offenses will be compared with the number from the previous year. Data from the School Climate and Foundations Surveys and Focus Walks. Evidence of School-Wide implementation of Foundation/ CHAMPS, Common Area rituals, routines and strategies.	6/5/2015 monthly
G4.B1.S3.A1	Professional Development for teachers in LAFS.	Beasley, Tonia	8/19/2014	agendas and sign in sheets	6/2/2015 weekly
G4.B1.S1.A1	Classroom support increase student to increase student performance.	Beasley, Tonia	9/2/2014	coaching logs, observations	6/2/2015 weekly
G4.B1.S2.A1	Grade level teams will meet weekly and one extended PLC monthly with administrative teams and Reading coach.	Beasley, Tonia	8/12/2014	agenda and sign in sheets	6/2/2015 weekly
G5.B1.S2.A1	Teachers will model the writing process with students for use across content areas.	Beasley, Tonia	9/9/2014	Student writing samples Interactive Journal entries	6/2/2015 weekly
G5.B1.S3.A1	Teacher will use complex text with students to model thinking and writing.	Beasley, Tonia	9/9/2014	Student writing samples Interactive journals in reading and science	6/2/2015 weekly
G4.B2.S1.A1	Weekly collaboration/lesson planning with grade level teachers, reading coach and administration.	Gerdes, Barbara	9/9/2014	lesson plans, student work, list of various web base resources	6/2/2015 weekly
G3.B2.S1.A1	Teachers will analyze data in common planning and extended PLCs to plan and adjust instruction.	Campbell, Gerald	9/19/2014	agendas, sign in sheets and meeting notes	6/4/2015 weekly
G3.B1.S2.A1	Teachers will develop learning activities in weekly lesson plans to remediate or enrich student learning.	Campbell, Gerald	9/9/2014	Rtl data, lesson plans and enrichment projects	6/4/2015 weekly
G3.B2.S2.A1	Math coach will model strategies taught in PLC to assist with implementation and ensure fidelity	Campbell, Gerald	9/10/2014	agenda, meeting notes and sign in sheets	9/18/2014 weekly
G6.B1.S1.A2	Conduct hands on science experiments with students in the Science Lab to challenge students cognitively.	Mitchell, Aricka	9/2/2014	Interactive Journals Exit Tickets Science Lab Activities Anecdotal Notes	6/5/2015 weekly
G4.B1.S3.A2	[no content entered]			one-time	
G4.B1.S1.A2	[no content entered]	Gerdes, Barbara	9/2/2014	Observations, data chats	6/2/2015 monthly
G3.B1.S1.A2	In classroom coaching and modeling using the strategies learned in PLC and Common planning to assist with implementation and ensure fidelity.	Campbell, Gerald	9/18/2014		6/4/2015 weekly
G3.B2.S1.A2	Math coach will model strategies taught in PLC to assist with implementation and ensure fidelity	Campbell, Gerald	9/18/2014	observations, walk throughs	6/4/2015 one-time
G1.MA1	The principal, Leadership Team, SAC and Foundations Team members will meet during the Annual Stakeholder's meeting to review SIP goals and strategies related to Character	Gerdes, Barbara	8/18/2014		6/5/2015 monthly

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**Garden City Elementary School**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Education and disciplinary data. A Mid-year SIP review will be conducted to identify next steps for improvement and adjustments will be made based upon data.				
G1.MA1	The principal, Leadership Team, SAC and Foundations Team members will meet during the Annual Stakeholder's meeting to review SIP goals and strategies related to Character Education and disciplinary data. A Mid-year SIP review will be conducted to identify next steps for improvement and adjustments will be made based upon data.	Gerdes, Barbara	8/18/2014	Documentation of RTI Meetings, Agendas Referral Data from Genesis, Climate Survey Data, and Classroom Observations. Foundations Common Area Observations, Evidence of CHAMPS strategies within classrooms, and RTI Meeting Agendas and Strategies.	6/5/2015 monthly
G1.B1.S1.MA1	Facilitate positive interactions between students and teachers. Decrease referrals, suspensions and in school suspensions. Establish a sense of trust, collaboration and community within the school. Increase educational opportunities and instructional time for students and teachers.	Gerdes, Barbara	8/18/2014	CHAMPS Training and Sign in sheets Intervention Logs Foundations Team members will analyze data and conduction observations of common areas and report data found. Foundations Surveys, Common Area Observations and Documentation.	6/5/2015 daily
G1.B1.S1.MA1	Implement and maintain school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation. Provide teachers with the tools they need to succeed inside of their classrooms with students who have behavior issues. Provide frequent training on classroom and behavior management, deescalation techniques, cultural awareness, conflict resolution and restorative practices.	Gerdes, Barbara	8/18/2014	Documentation of RTI Meetings Agendas Referral Data Climate Survey Data Classroom Observations Evidence of the use of CHAMPS and Foundations Strategies within classrooms and throughout the school building.	6/5/2015 monthly
G2.MA1	Collect attendance data, monitor progress, and follow up with parents as needed.	Brazil, Teresa	8/18/2014	Daily attendance sheets will be collected, parent check-in and check-out logs, attendance referrals, parent meeting log, and school attendance agreement between the parent and district.	6/5/2015 monthly
G2.B1.S1.MA1	AIT Team will meet on the second and fourth Friday of each month with parents and students regarding absentee concerns and develop an attendance plan.	Brazil, Teresa	9/25/2014	Decrease in the number of students missing 20 or more days. Increase number of students receiving attendance awards.	5/29/2015 biweekly
G2.B1.S1.MA1	Encourage teachers to monitor OnCourse daily for students with excess absences and report excessive absences to CRT and School Counselor.	Brazil, Teresa	8/18/2014	Teacher classroom rosters being submitted to CRT Operator daily with corrected data.	6/5/2015 daily
G2.B1.S1.MA2	The AIT Team will meet on the second and fourth Friday of each month with parents and students regarding absentee concerns and develop a attendance plan.	Brazil, Teresa	9/19/2014	AIT referrals and attendance plan.	5/29/2015 biweekly
G3.MA1	Students will complete monthly performance task to assess progress towards the goal.	Campbell, Gerald	9/26/2014	Performance task scores will be recorded on student profile sheets and submitted to administration.	5/29/2015 monthly
G3.B1.S1.MA1	Analyze weekly assessments and i-Ready progress monitoring.	Campbell, Gerald	8/25/2014	i-Ready progress report data meeting notes.	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	Detailed lesson plans for the extended hour of instruction will be submitted weekly in oncourse. Additionally, administration will conduct weekly walk throughs to ensure implementation of plans with fidelity.	Gerdes, Barbara	8/25/2014	Observation forms with constructive feedback and comments on lessons plans that were submitted in oncourse.	6/5/2015 weekly
G3.B2.S1.MA1	Analysis of student work, iReady data, CGA and teacher made common assessments.	Little-Bartley, Erica	9/19/2014	coaching logs, observation data and progress monitoring data	6/4/2015 monthly
G3.B2.S1.MA1	Designated administrator will perform Informal/formal observations, walk throughs and weekly meeting with math coach.	Little-Bartley, Erica	9/18/2014	Coach logs and informal/formal observations	6/18/2015 weekly
G3.B2.S1.MA1	Data chats	Little-Bartley, Erica	9/18/2014	Student work, coaches log and informal/formal observations	6/18/2015 weekly
G3.B1.S2.MA1	Progress monitoring, observations/feedback and data chats	Little-Bartley, Erica	9/11/2014	Progress monitoring data and observation data	6/4/2015 monthly
G3.B1.S2.MA1	Data chats, analysis of student work and student data.	Little-Bartley, Erica	9/18/2014	Student work, student data and observations	6/4/2015 monthly
G3.B2.S2.MA1	Progress monitoring data will show increases in student performance levels.	Campbell, Gerald	9/25/2014	i-Ready progress data and classroom observations	5/29/2015 monthly
G3.B2.S2.MA1	Administration will observe strategies during instruction	Little-Bartley, Erica	9/22/2014	Classroom observation data, student work, and lesson plans	6/4/2015 weekly
G4.MA1	Collect data from i-ready reading computer based instructional and assessment program, Reading Curriculum Guide Assessments, DAR, Achieve 3000, and teacher made assessment.	Gerdes, Barbara	9/23/2014	Student data will be collected after each assessment. Student data will be monitored based on progress from one assessment period to the next. The data will be analyzed. Then, instruction and interventions will be created and implemented based on the data.	6/2/2015 monthly
G4.B1.S1.MA1	Increase in student proficiency on Quarterly CGA, common assessments and FSA.	Gerdes, Barbara	9/9/2014	Student achievement data	6/2/2015 every-6-weeks
G4.B1.S1.MA1	Ongoing classroom visits to ensure implementation and utilization of professional development trainings	Gerdes, Barbara	9/2/2014	Observations and data chats	6/2/2015 monthly
G4.B2.S1.MA1	Use of i-ready reading assessments, the Curriculum Guide Assessments, DAR, student work, and teacher made assessment to monitor the effectiveness of the online resources we used to instruct our students.	Beasley, Tonia	9/9/2014	Collect and analyze samples of student work, teacher made assessment, i-ready reading progress monitoring tool, quarterly data from the Curriculum Guide Assessment, and DAR, to determine the effectiveness of the online instructional resources we used for instruction.	6/2/2015 weekly
G4.B2.S1.MA1	Weekly lesson plans will be monitored to check for the use of appropriate reading online Common Core resources.	Gerdes, Barbara	9/9/2014	Online (Reading Common Core) resources will be integrated into teacher's weekly lesson plans. Implementation of online resources will be evident during instruction and in rotation centers	6/2/2015 weekly
G4.B1.S2.MA1	Administrators will observe teachers and monitor student data.	Gerdes, Barbara	9/2/2014	Observation logs and data chats.	6/2/2015 weekly
G4.B1.S2.MA1	A designated administrator will attend the weekly and the monthly extend PLC.	Gerdes, Barbara	9/2/2014	Sign in sheets and agenda	6/2/2015 weekly
G4.B1.S3.MA1	Conduct data chats and classroom observations throughout the school year.	Gerdes, Barbara	10/2/2014	Student data will show an increase in proficiency levels on progress monitoring data.	5/29/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S3.MA1	Review lesson plans for high yield instructional strategies and extended thinking strategies.	Gerdes, Barbara	9/25/2014	Increase in student achievement levels on progress monitoring data and i-Ready.	5/29/2015 one-time
G5.MA1	Analyze student data to determine progression.	Beasley, Tonia	9/9/2014	Data Chat Documents Student Writing Samples	6/2/2015 every-6-weeks
G5.B1.S1.MA1	Students will cite evidence from rigorous text and effectively state opinions in writing across content.	Gerdes, Barbara	9/9/2014	Interactive Journals Student Sample Work Teacher Anecdotal	6/2/2015 weekly
G5.B1.S1.MA1	Monitor the delivery of explicit instruction and supportive practice in citing evidence from the text and completely expressing opinions in detail across all content areas.	Gerdes, Barbara	9/9/2014	Interactive Journals Student sample work Data chats Informal/Formal Observation	6/5/2015 monthly
G5.B1.S2.MA1	Teachers and students will use scoring rubrics to score writing.	Beasley, Tonia	9/9/2014	Students writing Interactive journals	6/2/2015 biweekly
G5.B1.S2.MA1	Student writing will include both opinion and informative/explanatory with support and elaboration of ideas and details.	Beasley, Tonia	9/9/2014	Student work samples	6/2/2015 one-time
G5.B1.S3.MA1	[no content entered]			one-time	
G5.B1.S3.MA1	[no content entered]		9/9/2014	Student writing	6/2/2015 one-time
G6.MA1	Analyze student data to determine progression.	Mitchell, Aricka	8/25/2014	Data Chat Documents Results from Scrimmage, CGA, FCAT Test Maker assessments.	6/5/2015 weekly
G6.B1.S1.MA1	Monitor the delivery of explicit instruction and supportive practice in effective comprehension strategies throughout the school day.	Gerdes, Barbara	8/25/2014	Focus Walk Observation Log Informal/Formal Observation	6/5/2015 one-time
G6.B1.S1.MA1	Students increase usage of rigorous vocabulary words in writing and during accountable talk in small groups, center activities, and science lab activities.		8/25/2014	Interactive Journal Teacher Anecdotal Notes	6/5/2015 daily

## 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.*

**G3.** In grades 3-5, 56% of the students will score in the proficiency range in Mathematics on the 2015 Florida State Assessment.

**G3.B1** New Florida Standards 50% of students in grades 3-5 are at least a one year deficit in numbers sense Students lack knowledge of foundational number sense.

**G3.B1.S1** Students will receive specific instruction in number sense during the extended hour to help close the deficit.

### **PD Opportunity 1**

In classroom coaching and modeling using the strategies learned in PLC and Common planning to assist with implementation and ensure fidelity.

#### **Facilitator**

Gerald Campbell

#### **Participants**

K-5 math teachers

#### **Schedule**

Weekly, from 9/18/2014 to 6/4/2015

**G3.B2** Math instruction lacks rigor and does not advance student critical thinking skills.

**G3.B2.S2** Teachers will utilize high yield instructional strategies and embed mathematical practices daily in instruction.

### **PD Opportunity 1**

Math coach will model strategies taught in PLC to assist with implementation and ensure fidelity

#### **Facilitator**

Gerald Campbell

#### **Participants**

K-5 Math Teachers

#### **Schedule**

Weekly, from 9/10/2014 to 9/18/2014

**G4.** In grades 3-5, 65% of the students will achieve mastery of level 3 or above on the 2015 Reading Florida State Assessment.

**G4.B1** Teachers lack understanding LAFS and instructional strategies that will increase student reading achievement. Students will take a new Florida Assessment

**G4.B1.S3** Professional Development on lesson planning, high yield instructional strategies and extended thinking strategies.

### **PD Opportunity 1**

Professional Development for teachers in LAFS.

#### **Facilitator**

Tonia Beasley

#### **Participants**

K-5 Reading Teachers

#### **Schedule**

Weekly, from 8/19/2014 to 6/2/2015

**G5.** In both 4th and 5th grade, 65% of the students will score in the proficient range on the 2015 writing component Florida State Assessment.

**G5.B1** Students lack knowledge on supporting evidence from text. Students lack knowledge in formulating opinions and developing support of their ideas. Students have difficulty transferring thoughts and ideas orally in written expression.

**G5.B1.S1** Teachers will integrate nonfiction and fiction text to strategically plan instruction that requires students to support opinions with evidence and elaboration based on the text.

### **PD Opportunity 1**

Students will increase their ability to cite evidence from the text, to include details that support answering the question in completion. This may also entail the student giving their opinion about a particular topic.

#### **Facilitator**

Tonia Beasley

#### **Participants**

ELA teachers K-5

#### **Schedule**

Weekly, from 9/9/2014 to 6/5/2015

**G5.B1.S2** Teachers will model (opinion and informative/explanatory) writing for students using evidence from the text to support ideas.

**PD Opportunity 1**

Teachers will model the writing process with students for use across content areas.

**Facilitator**

Tonia Beasley

**Participants**

Teachers K-5

**Schedule**

Weekly, from 9/9/2014 to 6/2/2015

**G5.B1.S3** Expose students to complex text/literature to extend student thinking and writing.

**PD Opportunity 1**

Teacher will use complex text with students to model thinking and writing.

**Facilitator**

Tonia Beasley

**Participants**

Teachers K-5

**Schedule**

Weekly, from 9/9/2014 to 6/2/2015

**G6.** In 5th Grade, 45% of the students will achieve mastery of Level 3 or higher on the 2015 Science Florida Statement..

**G6.B1** Teachers are not using a variety or series of questions or prompts. Students are not exposed to enough hands on experiences. Teachers have limited background knowledge of the content. There is a lack of resources and consumables. Teachers do not understand Gradual Release Model for Science.

**G6.B1.S1** Teachers will use a combination of lower and higher order questions, allow students to participate in more hands-on activities, and explain content clearly.

### **PD Opportunity 1**

Implement science non-fiction text during guided reading to develop conceptual understanding of vocabulary words to develop background knowledge of content.

#### **Facilitator**

District Science Specialist

#### **Participants**

All classroom teachers

#### **Schedule**

Daily, from 8/25/2014 to 6/5/2015

### **PD Opportunity 2**

Conduct hands on science experiments with students in the Science Lab to challenge students cognitively.

#### **Facilitator**

District Science Specialist

#### **Participants**

All classroom teachers

#### **Schedule**

Weekly, from 9/2/2014 to 6/5/2015

## Technical Assistance Items

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