Crown Point Elementary School

2014-15 School Improvement Plan

Crown Point Elementary School

3800 CROWN POINT RD, Jacksonville, FL 32257

http://www.duvalschools.org/crownpoint

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	57%

Alternative/ESE Center	Charter School	Minority
No	No	49%

School Grades History

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

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.

Table of Contents

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
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Crown Point Elementary we strive to develop the mind and the character of all students in a safe and caring environment through parent, student, and teacher collaboration.

Provide the school's vision statement

The vision of Crown Point Elementary is to ensure all students gain the knowledge and skills necessary to be responsible citizens and productive members of a culturally diverse world.

School Environment

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

We learn about students by talking to them in informal settings such as arrival, dismissal, in lunch lines and in hallways. Students are greeted each day. All teachers take turns creating segments for the morning news to showcase classroom activities. Many teachers do surveys and ask students about what they expect to learn this year. Family friendly events provide special opportunities to get to know families and build relationships.
The school hosts beginning of year activities, activities to celebrate the theme, connections with reading, the
Fifth grade end of year promotion ceremony, Social Studies and Reading lessons.
As an ESOL Center, we are keenly aware of different cultures and the importance of understanding these norms. We participate in the DCPS ESOL awards and ESOL classes do a combined party at the end of the year to celebrate cultures.
Parent surveys provide insight into parents' perceptions of the school and programs and allow for continuous improvement. Last year's survey indicates a need to increase parent workshops.

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

The arrival and dismissal procedures are in place to ensure the safety of all students at Crown Point Elementary. Students are walked to specific zones where teachers and student patrols ensure students are following the school-wide positive expectations. Foundations and CHAMPS allow for ongoing review of expectations for common areas, as well as classrooms. Students know what the conversation level should be, the procedure of what to do if they need help, the activity that is taking place, the movement that should be happening, and how each student should be participating. Positive interactions with student leaders, teachers and staff are maintained during the arrival and dismissal. Classes and individual students are rewarded for good character and excellent behavior. During a monthly lunch, select students are rewarded by our PTA for good manners Photographs of students who are chosen for good citizenship are placed on the front hallway bulletin board.
All school personnel wear DCPS identification badges. Visitors must sign in and wear a color coded visitor's sticker. The sticker color of the day is announced on the morning news. Classroom doors are expected to be locked at all times. Emergency drills are practiced regularly to mastery. The emergency plan is updated yearly and we hold reviews following safety drills. A focus walk is conducted to make sure classrooms are in compliance with expectations.

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

Crown Point Elementary has adopted C.H.A.M.P.s and infused a Positive Behavioral Interventions and Supports plan (PBIS) as our school-wide discipline plan. C.H.A.M.P.s is a school-wide discipline program that helps all students understand our expectations. The purpose of the school-wide discipline plan is to provide a uniform method of providing expectations for students.
The PBIS plan is a proactive approach to establishing the behavioral supports and social culture needed for students in a school to achieve social, emotional, and academic success. PBIS is a restorative justice plan that promotes accountability, community safety, and competency development. The key goals are as follows:
• To understand the harm and develop empathy for both the harmed and the harmer
• To listen and respond to the needs of the person harmed and the person who harmed
• To encourage accountability and responsibility through personal reflection within a collaborative planning process
• To reintegrate the harmer (and, if necessary, the harmed) into the community as valuable, contributing members.
• To create caring climates to support healthy communities
• To change the system when it contributes to harm.
Using Restorative Justice allows faculty and staff to recognize the purpose of misbehaviors, the needs of those committing harm, and the needs of those harmed. It seeks to heal all parties involved and aims to improve future behavior issues.
All teachers were in-serviced on C.H.A.M.P.s. and PBIS during preplanning.

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

The Second Step program is taught in our classrooms in grades K-5. There are lessons and videos to create an environment where teachers and students discuss character, emotions, and situations where students are taught to problem-solve in their day-to-day lives.
We have a full time guidance counselor who meets with students if a referral is initiated. Teachers provide lessons based on character traits each month. A student from each classroom who exemplifies the character trait of the month is recognized, school-wide. Positive reinforcement is used throughout the school day by teachers and staff so that students understand their expectations and continue the positive behaviors. Mentors throughout the school, which include faculty and staff, build relationships with individual students. Each student has unique needs, so we create plans that are specific to a student when needed.

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

The following data is used to provide an early warning system:
1. Students with ten or more absences.
2. Students who are frequently late or leave early.
3. Students with referrals and suspensions
4. Retention students
5. Overage students
6. Tier 2 and Tier 3 students

Students in the bottom quartile and those on the bubble are tracked through data forms. Identified students with the above indicators are monitored for progress and receive interventions as needed.

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	3	21	25	9	5	16	79
One or more suspensions	7	2	2	3	3	4	21
Course failure in ELA or Math	7	7	10	14	1	0	39
Level 1 on statewide assessment	0	0	0	20	19	12	51

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	1	1	2	4

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

Students are tracked through the Doing the Math protocol. Grades, test scores, attendance and discipline data is tracked and analyzed for trends. Teachers create PMPs to identify needs and strategies to support learners. Students receive additional support through differentiated instruction in literacy and math centers and Tier 2 and 3 instruction. Saturday school provides extended learning opportunities.

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?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The school hosts orientations during the week prior to the start of school to share information with students and their families. Open Houses occur in September for all grade levels.
Leadership works closely with PTA to create and implement family friendly activities such as regular PTA meetings and family events such as the Fall Festival, family dances, and Family Movie Night.
A webpage, including a principals' webpage communicates the mission, vision, the school calendar, and helpful tips and links to support families. Parents have access to a Parent Portal to view their student's grades.
Many teachers send weekly newsletters. All students are provided with a planner that facilitates

ongoing home/school communication.
The principal communicates activities for the week along with helpful notes through the School Messenger System each Sunday at 3:30pm.

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 works closely with the PTA and key local businesses to provide support to the school. The PTA hosts share nights with local business who in turn, donate a percent of the proceeds to PTA. Each year the PTA leads a fundraiser to secure funds to implement their family friendly programs.
Three key partnerships provide resources to the school. Mandarin United Methodist Church provides reading tutors, classroom volunteers and volunteers for special events. Junior Achievement provides a program that volunteers can follow, along with training to support their program. Students love the JA lessons. Citigroup provides 65-70 volunteers to implement the JA lesson. They will increase their support this year by expanding volunteer efforts into other areas.

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
Owens Thompson, Jayne	Principal
Neal, Debra	Assistant Principal
Taylor, Heidi	Assistant Principal
Varano, Kelly	Instructional Coach

Duties

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

Principal Jayne Owens-Thompson leads instruction, school improvement, school safety, and provides management of all school functions. She leads observations, evaluations, professional development and data reviews. Ms. Owens-Thompson works with PTA, SAC, Shared Decision Making, and the Accountability Team.
Assistant Principal Debra Neal coordinates attendance meetings and student scheduling, serves as textbook manager, and coordinates teacher and staff duties. She leads discipline and parent relations for 2nd, 3rd, and 4th grades. Ms. Neal serves on SAC, Shared Decision Making, the SAI, RTi team and Accountability Teams. She coordinates the Reading SIP goals, conducts focus walks and observations, provides professional development and coaching to teachers.
Assistant Principal Heidi Taylor coordinates testing, computer-based instruction programs and compiles data from Performance Matters. She leads discipline and parent relations for 1st, 3rd, and 5th, grades. Ms. Taylor coordinates SAC and serves on Shared Decision Making, the SAI, RTi team and Accountability Teams. She coordinates the Math SIP goals, conducts focus walks and observations, provides professional development and coaching to teachers.
Kelly Varano - Reading Coach: Provides teacher support for reading to include district initiatives, strategies and activities. Provides reading coaching cycles, model lessons, and trains teachers to use forms to track data.

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 meets weekly to review data, determine needs and support.
The team:
1. Reviews the implementation of the School Improvement Plan
2. Provides training and support to teachers and staff
3. Reviews attendance, behavior, instructional and performance data to identify needs and support
4. Reviews focus walk data to determine instructional support.
5. Facilitates the process of increasing infrastructure, building consensus, making decisions about implementation
6. Ensures a safe and orderly work environment for teachers, staff and students.
process.
The school-based Leadership Team reviews universal screening data, diagnostic
data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments.
The teams ensures effective Tier 1- Core Instruction is in place and the team helps identify students who are not meeting identified academic targets and works with teachers and the RTI team to provide resources.
Leadership uses the Problem Solving Model to support RTI. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures the necessary resources are available and the intervention is implemented with fidelity.
Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best
outcomes for all students.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jayne Owens-Thompson	Principal
Marcie Scott	Parent
Debbie Kane	Parent
Leif Noren	Teacher
Jennifer Oliver	Parent
Erika Goodfarb	Teacher
Alison Pulley	Business/Community
Cheremyn Guerrero	Parent
Ana Lino	Parent
Debbie Kane	Parent
Erin Gardner	Parent
Evelyn Silva	Education Support Employee
Louise Jones	Parent
Claudette Jones	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

Points increased by thirteen from 2013 to 2014. Progress was inconsistent. Teachers experienced numerous new district initiatives last year. Data reflects that time is needed to become proficient with new initiatives and Florida Standards.
Science: Ten point increase from 58% to 68%.
Reading: Proficiency decreased by 10 points from 68% to 58%.
Learning gains decreased 12 points from 58% to 56%.
Lowest 25% gains increased 10 points from 59% to 69%.
Math: Proficiency increased i point from 62% to 63%.
Learning gains increased 15 points from 54% to 69%.
Lowest 25% gains increased six points from 49% to 57%.
Writing: Proficiency decreased 9 points from 48% to 39%.
The School improvement plan was reviewed mid-year and at the end of the year for effectiveness.

Development of this school improvement plan

During preplanning the faculty analyzed last year's results, end-of-year data, and determined this year's needs and strategies. The SAC meets monthly. Meetings focus on the content areas, safe schools, the budget and school issues. These monthly conversations allow SAC members to understand the strategies being implemented better which enhances input into the School Improvement Plan. It also provides for a monthly reflection of the School Improvement Plan.

Preparation of the school's annual budget and plan

DCPS uses a Staff Allocation Model for budget. Information from the district is discussed in Shared Decision Making and with the School Advisory Council in the spring and fall. The School Improvement funds are discussed and approved in School Advisory Meetings and are related to the School Improvement Plan.

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

Fountas and Pinnell Leveled Literacy Blue 1 - $3284
Fountas and Pinnell Leveled Literacy Red 1- $5075
EPSO DC-11 Document Cameras 3- $1161
SAMS – SDP-760 Samsung Digital Presenter 2 - $798
Printing for school choice 1 202.25 202.25

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
Varano, Kelly	Instructional Coach
Neal, Debra	Assistant Principal
Sanchez, Amy	Teacher, K-12
Lakin, Barbara	Teacher, K-12
Pasco, Devy	Teacher, K-12
Houpert, Sarah	Teacher, K-12
Beattie, Nancy	Teacher, K-12
Toker, Aylin	Teacher, K-12
Alicea, Levette	Teacher, K-12
Win Radabaugh, Jessica	Teacher, K-12
Noren, Morgan	Teacher, K-12
Gay, Robin	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The literacy team supports teachers using the Gradual Release Model, the IOWA, DAR, CGAs, the district curriculum guides, differentiated centers, novel studies and i-Ready Reading.

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

A fluid professional development calendar including biweekly teacher training was created for the year. This training includes protocols that focus on teacher discussion during the training sessions. The resource schedule was built to provide common resource time for grade levels. Grade levels meet on a regular basis. Administrators push into meetings to support teachers as requested.

The Shared Decision Making team meets twice a month to discuss issues relating to those affecting teacher' working conditions. We also have a hospitality team that plans special teacher and staff events to promote positive working relationships.

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

Novice teachers participate in the district's MINT program, which includes developing an Action Plan and increased observations by the principal. First year teachers are assigned a mentor and work closely with the school's professional development facilitator.
Voluntary workshops are differentiated based on a survey completed by teachers. These workshops are repeated as needed.
We interview candidates using questions that give insight into the candidate's knowledge and experience with best practices. Interview teams consist of administrator(s) and highly qualified teachers who are knowledgeable about the position's specific needs.
On-site bi-weekly teacher meetings provide professional development related to the school improvement plan, district initiatives, and teachers' identified needs.
Grade levels/subject area teachers meet regularly to unpack standards and plan collaboratively.
The reading coach meets weekly with the principal to review her schedule and work being done with teachers to determine needs and effectiveness of coaching.

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

Beginning teachers are paired with a highly qualified experienced teacher leader with specialized training to observe, coach and provide support. The mentor and beginning teacher plan collaboratively, share materials and activities, and discuss the activities and documentation required for MINT. The mentor assists the beginning teachers with understanding the school culture and expectations for regular teacher duties.
The Professional Development Facilitator supports the mentors and beginning teachers through regular meetings and individual support. Book studies are offered to provide additional support.

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

Teachers plan instruction focused on the Florida Standards. Standards are unpacked through teacher collaborative planning with a focus on the rigor and performance requirements of the standards.
These standards, along with the vocabulary of the standards are unpacked with students. Teachers study the test specifications to create an understanding of how students will be assessed.
District learning schedules provide continuity throughout the district and a calendar for teaching concepts, strategies and skills. The district provides the coordination of resources and materials for instruction.

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

District assessment are conducted at the beginning of the year and throughout the year to include district tests, i-Ready Math and Reading, DAR, Achieve 3000, running records and formative assessments. Data from these assessments, along with analysis of student work is used to differentiate work and provide teacher led small group instruction, literacy and math center activities. Tier 2 and Tier 3 interventions are provided for students as needed.

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: Weekend Program
Minutes added to school year: 2,160

Extended learning time will be provided through a Saturday School program. Select 3rd, 4th and 5th grade students will attend three-hour Saturday sessions beginning January, 2014. The three-hour session will be divided into two equal sessions of reading and math. Highly qualified teachers will ensure students receive the attention needed. Students will be identified through FCAT scores, current CGAs, i-Ready and the DAR.

Strategy Rationale

A weekend program allows a longer period of time than an after school program. The three hour block of time can be split in half to provide both reading and math support. It also offers an opportunity for many bus students. Working parents are able to bring students on a Saturday, but not always able to pick the student up after school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Taylor, Heidi, taylorh@duvalschools.org

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

Data will be collected and analyzed prior to the first session to determine instructional needs and strategies. Attendance and weekly progress will be monitored through formative assessment for each student and the subgroup. A final review will be conducted.

Strategy: Extended School Day
Minutes added to school year: 900

Extended learning time will be provided through after school tutoring. After school tutoring will begin in October 2014. Select students will meet one to two times weekly. Highly qualified teachers will ensure students receive the attention needed. Students will be identified through FCAT scores, current CGAs, i-Ready and the DAR.

Strategy Rationale

An after school program allows for ongoing academic support for short blocks of time over several months. The tutor can adjust instructions frequently and provide remediation during the same week as new concepts are introduced in the classroom.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Taylor, Heidi, taylorh@duvalschools.org

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

Data will be collected and analyzed prior to the first session to determine instructional needs and strategies. Attendance and progress will be monitored through formatives. A final review will be conducted.

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

Each year we begin registration for kindergarten in April. Parents complete a packet of information and are given information on suggested supplies and key dates. Specific information for the kindergarten orientation is provided at the time of the orientation.
Orientations for all students are provided the week prior to the start of the school year. The first days of school include instruction on the rituals and routines of the school.
Students transitioning to Crown Point during the year are provided a student mentor to ensure support and a planner to enhance communication.
At the end of each school year, we collaborate with the middle schools to provide opportunities for students to become acclimated to 6th grade. Field trips and counselor visits are planned. Students learn about programs and classes offered.

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.   All teachers will use data to differentiate instruction in reading aligned to Florida Standards to meet the needs of all learners and increase proficiency in reading on the FSA to 74%.

G2.   All teachers will use data to differentiate instruction in mathematics aligned to Florida Standards to meet the needs of all learners and increase proficiency on the FSA to 72%

G3.   K-5 teachers will provide science hands-on experiences to students on a weekly basis to increase proficiency on the state assessment to 72%

G4.   All teachers will use data to differentiate instruction in science aligned to the Florida Standards to meet the needs of all learners and increase proficiency on the state assessment to 72%.

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. All teachers will use data to differentiate instruction in reading aligned to Florida Standards to meet the needs of all learners and increase proficiency in reading on the FSA to 74%. 1a

G044912

Targets Supported 1b

Indicator	Annual Target
AMO Reading - Asian	84.0
AMO Reading - African American	65.0
AMO Reading - ED	67.0
AMO Reading - ELL	57.0
AMO Reading - Hispanic	65.0
AMO Reading - White	79.0
AMO Reading - SWD	59.0
AMO Reading - All Students	74.0

Resources Available to Support the Goal 2

- iReady Reading Computer Program Report
- Achieve 3000 Computer Program Lexile Level Report
- Curriculum Guide Assessment
- Florida State Assessment
- Teacher Made Assessments
- Write to Learn Computer Program Rubrics
- Making Words
- DAR
- Common Planning
- WOW Days
- DRA / Running Records

Targeted Barriers to Achieving the Goal 3

- Limited background knowledge and vocabulary students bring to the classroom.
- Lack of reading materials at home for students to access.
- Students performing below grade level requirements.

Plan to Monitor Progress Toward G1. `8`

Ongoing analysis of CGA's, iReady Reading, Achieve 3000, Write to Learn

> **Person Responsible**
> Debra Neal
>
> **Schedule**
> Biweekly, from 8/25/2014 to 6/5/2015
>
> ***Evidence of Completion***
> Student Data from CGA's, iReady Reading, Achieve 3000, Write to Learn, and Data Notebooks and Data wall

G2. All teachers will use data to differentiate instruction in mathematics aligned to Florida Standards to meet the needs of all learners and increase proficiency on the FSA to 72% `1a`

🔍 G044203

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	72.0
AMO Math - Asian	81.0
AMO Math - African American	61.0
AMO Math - Hispanic	71.0
AMO Math - SWD	55.0
AMO Math - ED	67.0

Resources Available to Support the Goal `2`

- iReady Computer Program Reports
- Curriculum Guide Assessment Reports through Performance Matters
- Teacher Created Assessments based on the Mathematics Florida Standards
- Easycbm.com
- Math Investigations Curriculum Resource
- EnVisions Curriculum Resource
- CPALMs website
- Common Planning Time
- WOW days
- District Math Specialist

Targeted Barriers to Achieving the Goal `3`

- Planning time
- Technology usage to differentiate instruction
- Students performing below grade level requirements
- Lack of familiarity with new Florida Standards and how they will be measured.

Plan to Monitor Progress Toward G2. `8`

iReady and CGA data

Person Responsible
Heidi Taylor

Schedule
Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion
Graphs will show an increase or decline in data for each teacher's class(es).

G3. K-5 teachers will provide science hands-on experiences to students on a weekly basis to increase proficiency on the state assessment to 72% `1a`

Targets Supported `1b`

🔑 G037201

Indicator	Annual Target
FCAT 2.0 Science Proficiency	72.0

Resources Available to Support the Goal `2`

- Science materials.
- Science equipment.
- Storage area for science supplies.
- Curriculum Guides with Lab Resources

Targeted Barriers to Achieving the Goal `3`

- Limited funds for science supplies.

Plan to Monitor Progress Toward G3. `8`

Review of journals reflecting student thinking during hands-on activities.

Person Responsible
Jayne Owens Thompson

Schedule
Weekly, from 9/10/2014 to 6/5/2015

Evidence of Completion
Journals Data from science CGAs

G4. All teachers will use data to differentiate instruction in science aligned to the Florida Standards to meet the needs of all learners and increase proficiency on the state assessment to 72%. `1a`

G037202

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	72.0

Resources Available to Support the Goal `2`

- Science NGSSS
- C-Palms
- Science research articles
- District Science Specialist
- Science supply closet
- Science Fair materials
- Curriculum Guides with Lab Resources

Targeted Barriers to Achieving the Goal `3`

- Limited time for teachers to study science content and standards and plan instruction together.

Plan to Monitor Progress Toward G4. `8`

Review of meeting exit tickets, and science journals.

Person Responsible
Jayne Owens Thompson

Schedule
Biweekly, from 9/24/2014 to 6/5/2015

Evidence of Completion
Questions on exit ticket - What new knowledge did you learn and what questions do you still have? Rigor in Science Journals

Plan to Monitor Progress Toward G4. `8`

Analysis of Science CGAs

Person Responsible
Jayne Owens Thompson

Schedule
Every 2 Months, from 9/10/2014 to 4/15/2015

Evidence of Completion
Data Notebooks

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. All teachers will use data to differentiate instruction in reading aligned to Florida Standards to meet the needs of all learners and increase proficiency in reading on the FSA to 74%. `1`

🔑 G044912

G1.B1 Limited background knowledge and vocabulary students bring to the classroom. `2`

🔑 B110668

G1.B1.S1 Utilizing Making Words curriculum. `4`

🔑 S122115

Strategy Rationale

Students need support with phonics, phonemic awareness, vocabulary, and relationships among words.

Action Step 1 `5`

Implement the Making Words curriculum with fidelity.

Person Responsible

Kelly Varano

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Student Assessments, Lesson Plans, Observation Instruments

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

Analysis of Focus walks

> **Person Responsible**
>
> Debra Neal
>
> **Schedule**
>
> Weekly, from 8/18/2014 to 6/5/2015
>
> ***Evidence of Completion***
>
> Summary of focus walks

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

Observation Instruments Student Assessments

> **Person Responsible**
>
> Debra Neal
>
> **Schedule**
>
> Weekly, from 8/18/2014 to 6/5/2015
>
> ***Evidence of Completion***
>
> Observation of student work, CGAs and iReady data

G1.B1.S2 Utilizing Achieve 3000 computer program. 4

S122116

Strategy Rationale

FCAT data reflects a need to increase students's exposure and instruction with nonfiction text.

Action Step 1 5

Provide professional development for implementing Achieve 3000 in center rotations.

Person Responsible

Kelly Varano

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Student data from Achieve 3000, including lexile levels.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Observations, Lesson Plans, Usage Reports, Exit tickets

Person Responsible

Debra Neal

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Usage Reports and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Data chats and analysis

Person Responsible

Debra Neal

Schedule

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

Evidence of Completion

Data notebooks and data wall

G1.B1.S3 Utilizing iReady Reading computer program. 4

🔑 S122117

Strategy Rationale

iReady tests students and provides differentiation based on the student's needs, adding valuable differentiated support. Students are able to access iReady at home, increasing time spent reading at their level.

Action Step 1 5

Provide professional development for implementing iReady Reading in literacy centers.

Person Responsible

Kelly Varano

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Usage Reports, Student Data, Lesson Plans, Observations

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Lesson Plans, Observations, and usage reports

Person Responsible

Heidi Taylor

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Usage Reports, Lesson Plans, focus walk notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Review student growth reports and student achievement data.

Person Responsible

Debra Neal

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

iReady usage reports and Student Data

G1.B2 Lack of reading materials at home for students to access. `2`

🔑 B110669

G1.B2.S1 Provide access to reading materials through computer programs (i.e. - Achieve 3000, iReady Reading, Write to Learn). `4`

🔑 S122133

Strategy Rationale

Computer based programs increase student reading levels and vocabulary.

Action Step 1 `5`

Providing professional development for implementing the computer programs and ways to encourage usage at home.

Person Responsible

Kelly Varano

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Usage reports, Parent Conferences, Student Conferences

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Review of Usage Reports and Lesson Plans

Person Responsible

Debra Neal

Schedule

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

Evidence of Completion

Usage Reports, Lesson Plans, Conference Logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Review of Student Data

Person Responsible

Debra Neal

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student Data, Increasing Lexile Scores

G1.B2.S2 Students check out 2 books from library bi-weekly. 4

S122134

Strategy Rationale

Many students don't have access to books at home.

Action Step 1 5

Implement Media schedule to ensure all students have equal access to reading materials and checkout books bi-weekly.

Person Responsible

Susan Wilkes

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Classroom schedules

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Library checkout system

Person Responsible

Jayne Owens Thompson

Schedule

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

Evidence of Completion

Library checkout system

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Book logs, Student Data

Person Responsible

Jayne Owens Thompson

Schedule

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

Evidence of Completion

Book Logs, Student Data

G1.B3 Students performing below grade level requirements. `2`

🔑 B110670

G1.B3.S1 Response to Intervention (RTI) `4`

🔑 S122152

Strategy Rationale

An intervention is needed for students not demonstrating expected growth with Tier 1 instruction.

Action Step 1 `5`

Provide professional development and resources to support the implementation of RTi.

Person Responsible

Debra Neal

Schedule

Weekly, from 9/10/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, RTI Documentation

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Lesson Plans and RTI Documentation

Person Responsible

Debra Neal

Schedule

Biweekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Lesson Plans and RTI Documentation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analysis of RTi documentation, CGAs, and iReady Growth reports

Person Responsible

Debra Neal

Schedule

Every 6 Weeks, from 10/1/2014 to 6/5/2015

Evidence of Completion

RTi documentation with analysis, CGAs, Growth charts

G1.B3.S2 Guided Reading 4

S122153

Strategy Rationale

Differentiated instruction is needed in phonics, phonemic awareness, fluency, and/or comprehension to assist students to become proficient readers.

Action Step 1 5

Implement guided reading in K-5 classrooms.

Person Responsible

Kelly Varano

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Student Documentation, Conference Logs

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Lesson Plans, Observations, Conference Logs

Person Responsible

Debra Neal

Schedule

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

Evidence of Completion

Lesson Plans, Observations, Conference Logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Review of data notebooks, Student Achievement Data showing growth in reading

Person Responsible

Debra Neal

Schedule

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

Evidence of Completion

Student work and student data through running records, conference notes, iReady data, Write to Learn results, and Lexile levels.

G1.B3.S3 Literacy Centers `4`

`🔑 S122157`

Strategy Rationale

Literacy centers provide differentiated support and enrichment for students in speaking, listening, reading, and writing.

Action Step 1 `5`

Implement differentiated and effective literacy centers.

Person Responsible

Kelly Varano

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Observations

Plan to Monitor Fidelity of Implementation of G1.B3.S3 `6`

Lesson Plans, Observations through focus walks

Person Responsible

Debra Neal

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 `7`

Lesson Plans, Observations through focus walks

Person Responsible

Debra Neal

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Observations

G1.B3.S4 Gradual Release with the implementation of interactive journals 4

🔍 S122160

Strategy Rationale

Interactive journals provide support and an avenue for differentiation as students interact with complex text.

Action Step 1 5

Teachers will implement Gradual Release with interactive journals and model during the 90 minute reading block every day.

Person Responsible

Kelly Varano

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans will document the I Do, We Do and You Do as the class moves through the continuum of learning in reading.

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Review of interactive journals showing gradual release model and lesson plans.

Person Responsible

Debra Neal

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Teachers' conversations regarding use of interactive journals, and reviews of interactive journals.

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 `7`

Assessments with average of 80% proficiency.

Person Responsible

Debra Neal

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Student data reports

G2. All teachers will use data to differentiate instruction in mathematics aligned to Florida Standards to meet the needs of all learners and increase proficiency on the FSA to 72% `1`

G044203

G2.B1 Planning time `2`

B108633

G2.B1.S1 A schedule will help facilitate common resource time during the school day to allow teachers to work together. `4`

S122416

Strategy Rationale

Teachers are able to meet during the school day to look at student work, analyze data, create assessments, and unwrap Florida Standards together.

Action Step 1 `5`

Each grade level will have common resource times together weekly; an administrator will be available to support teacher planning.

Person Responsible

Heidi Taylor

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Calendars with anecdotal notes.

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

Conversations will occur with teachers who take this opportunity to discuss planning.

Person Responsible

Heidi Taylor

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Notes on administrators' calendars will show the evidence of topics covered in the meetings.

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

Effective lesson plans with all components and a consensus of ideas.

Person Responsible

Heidi Taylor

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Anecdotal notes on lesson plans; Focus walk notes.

G2.B1.S2 WOW days every Wednesday where large groups of teachers have ongoing discussions and relevant work. 4

Strategy Rationale

This time will provide a longer period of time during the day for teams to go deeper with the work.

Action Step 1 5

Teachers will collaborate on scheduled Wednesdays

Person Responsible

Heidi Taylor

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teachers' understanding of job imbedded professional development, lesson plans and observations

Person Responsible

Heidi Taylor

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Exit tickets. observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Teacher feedback through surveys.

Person Responsible

Heidi Taylor

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Teachers will fill out surveys after each meeting on their learning and how the collaboration impacts them and their students in their teaching.

G2.B2 Technology usage to differentiate instruction `2`

B110948

G2.B2.S1 Students will rotate through the computer center during math center time to complete activities in iReady. `4`

S122422

Strategy Rationale

When teachers have a schedule for the computer center, this will ensure all students have access to the computer software that differentiates instruction to meet the needs of our students.

Action Step 1 `5`

Teachers will create a rotating schedule to ensure equity among students on the computers.

Person Responsible

Heidi Taylor

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans and schedules for math centers

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrators monitor the math center plans.

Person Responsible

Heidi Taylor

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Differentiated math center plans will provide evidence of fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Reports are used to show effectiveness of the computer programs and the amount of usage.

Person Responsible

Heidi Taylor

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

iReady reports

G2.B2.S2 A schedule will be implemented for the student laptop carts so teachers can plan on having a class set of computers on a regular basis. 4

🔑 S123293

Strategy Rationale

Teachers can plan for rigorous computer activities that will yield whole class reports using iReady.

Action Step 1 5

Teachers will use the computers on the laptop cart in their room on the days assigned.

Person Responsible

Kelly Varano

Schedule

Daily, from 9/15/2014 to 6/5/2015

Evidence of Completion

Checks on the schedule and seeing the computers in the rooms on a regular basis.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

The laptop carts will be used in the classrooms by the students.

Person Responsible

Kelly Varano

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

A calendar is in place for the teachers/students to share the laptop carts.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Usage of the computer programs will increase or show high usage.

Person Responsible

Kelly Varano

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Usage reports and the carts being in the rooms assigned on the calendar.

G2.B3 Students performing below grade level requirements `2`

🔑 B110951

G2.B3.S1 Teachers will monitor class and individual student data to group students together by need for small group instruction during the math block and math centers. `4`

🔑 S122432

Strategy Rationale

This focused instruction will fill the gaps and bring students up to proficiency when implemented with fidelity. Tier III will be introduced to students not following trend lines in data.

Action Step 1 `5`

Teachers will analyze data and differentiate instruction through planning and documenting in lesson plans.

Person Responsible

Heidi Taylor

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Data notebooks, RtI logs, and lesson plans will provide the student data to show implementation.

Action Step 2 5

Teachers will provide Tier III support for students not showing growth according to a normal trend line when in the small group, Tier II groups.

Person Responsible

Heidi Taylor

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

RtI logs and data graphs will provide the evidence that this action step is in place in the classrooms where it is needed.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators will discuss differentiation within lesson plans with teachers.

Person Responsible

Heidi Taylor

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans showing differentiation.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Student names and class list are provided to the guidance counselor and administration on an ongoing basis throughout the year as students move in and our of RtI.

Person Responsible

Heidi Taylor

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

A notebook with class lists will hold all of the RtI students and what Tier they are currently a part of in each classroom. We will track these students on a data board, as well.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Student achievement data will support the differentiated instruction.

Person Responsible

Heidi Taylor

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Reports will show data of whole class and individual students showing gains or losses.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Students will have the support needed in the RtI groups and will be able to move back to Tier 1 or students will be provided with the proper supports and resources through an effective IEP.

Person Responsible

Heidi Taylor

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

RtI agendas and meeting notes, teacher documentation that includes intervention support and data, MRT agendas, IEPs

G2.B3.S2 Teachers will use the gradual release model for instruction so that the content is released to the students when the students are ready to practice the content in groups and independently after modeling by the teacher. 4

S122472

Strategy Rationale

The gradual release model will provide the modeling and support for the students as they become more independent.

Action Step 1 5

Teachers will use the gradual release model during the 60 minute math block every day.

Person Responsible

Heidi Taylor

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans will document the I DO, We Do, and You Do as the class moves through the continuum of learning in each of the math units.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Students will have interactive journals showing the gradual release model; Lesson plans will also have the continuum of learning.

Person Responsible

Heidi Taylor

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Teachers will share ideas about interactive math journals; Administrators will check interactive math journals

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Assessments showing at least an 80% class average.

Person Responsible

Heidi Taylor

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Class grades will show evidence that the gradual release model is working for the students; Assessment data will show learning gains and student achievement; RtI data and records will supplement the 20% that may not be showing effective growth.

G2.B4 Lack of familiarity with new Florida Standards and how they will be measured. `2`

🔑 B111022

G2.B4.S1 Teachers in all grades will unwrap the Florida standards in professional learning communities. `4`

🔑 S122467

Strategy Rationale

When the teachers find the vocabulary, knowledge, skills, and item specifications within the Florida Standards, they will know what to teach the students.

Action Step 1 `5`

Teachers will unwrap the mathematics Florida standards together in common planning before each unit in the curriculum guide.

Person Responsible

Heidi Taylor

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Teams will include the activity of unwrapping standards in minutes and/or supply administration with a copy of the graphic organizer they created together.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administrators will check minutes from PLCs and grade level meetings

Person Responsible

Heidi Taylor

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Minutes from meetings and graphic organizers showing the standards unwrapped.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Assessments, activities, and tasks will be aligned with the Florida mathematics standards.

Person Responsible

Heidi Taylor

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Focus walks, informal observations, formal observations, students learning gains, and meeting notes will show evidence of effectiveness.

G2.B4.S2 The Math Lead teacher will attend monthly meetings and share the information to the math vertical learning community. 4

Strategy Rationale

By sending this teacher to these monthly meetings, the teachers will stay up-to-date on district initiatives and keep the ideas fresh and updated.

Action Step 1 5

The Math Lead will attend monthly meetings.

Person Responsible

Michael Beckstrom

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Agendas and Notes from the meetings

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Monthly discussions after the meetings will be held with administrators and the math team

Person Responsible

Heidi Taylor

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Notes from the meetings and minutes from the VLC

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

The math team will meet periodically to get information from the Math Lead.

Person Responsible

Michael Beckstrom

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Minutes from meetings

G2.B4.S3 Implementation of the four pillars of instruction in all math blocks and math centers. `4`

S126708

Strategy Rationale

When there is rigor, engagement, demonstration of learning, and student ownership in a classroom, then the students will be exposed to the appropriate content through research based pedagogy.

Action Step 1 `5`

Teachers will plan daily lessons with the four pillars in mind.

Person Responsible

Heidi Taylor

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans reflecting the four pillars

Plan to Monitor Fidelity of Implementation of G2.B4.S3 `6`

Focus walks, informal observations, and formal observations will show fidelity of the four pillar implementation.

Person Responsible

Heidi Taylor

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Focus walk notes from the administrators will provide evidence of four pillars. These drop-in sheets will be provided to the teachers for immediate feedback.

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 `7`

The focus walks will help monitor the four pillars and the administrators and coach will support this for effectiveness through feedback and modeling.

Person Responsible

Heidi Taylor

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Feedback notes; Lesson plans (rigor); assessments (demonstration of learning); anecdotal notes of environment (engagement and student ownership)

G3. K-5 teachers will provide science hands-on experiences to students on a weekly basis to increase proficiency on the state assessment to 72% 1

🔑 G037201

G3.B1 Limited funds for science supplies. 2

🔑 B089283

G3.B1.S1 Request donations for science materials from parents and business partners. 4

🔑 S099946

Strategy Rationale

Many supplies for science are household items that can be purchased at local grocery stores. Fifty-seven percent of our students are low SES. The school needs to provide supplies in order for them to participate in the science fair.

Action Step 1 5

Inventory current science supplies and equipment at each grade level. Shift supplies to grade levels as needed.

Person Responsible

Pam Adams

Schedule

Monthly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Science supply shelves

Action Step 2 5

Create a list of common supplies for science activities and send letters to parents and local business requesting donations of these supplies.

Person Responsible

Jayne Owens Thompson

Schedule

On 6/5/2015

Evidence of Completion

Letters List of supplies

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

Observe students doing science labs and the depletion of science supplies.

Person Responsible

Pam Adams

Schedule

Monthly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Focus walks of science labs and inventory of science storeroom.

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

Analysis of CGAs.

Person Responsible

Pam Adams

Schedule

Monthly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Data notebook and data wall.

G4. All teachers will use data to differentiate instruction in science aligned to the Florida Standards to meet the needs of all learners and increase proficiency on the state assessment to 72%. [1]

G037202

G4.B1 Limited time for teachers to study science content and standards and plan instruction together. [2]

B089284

G4.B1.S1 Teachers will meet on a regular basis to review assessment data and science journals to adjust instruction and plan differentiated activities. Provide time during WOW days or TDEs and/or early dismissal days for teachers to study science content and data to plan science activities. [4]

S099947

Strategy Rationale

Reviewing data provides the framework for next steps and differentiation.

Action Step 1 [5]

Create a master schedule to include common resource time for teachers to meet and share ideas if they want to do so.

Person Responsible

Jayne Owens Thompson

Schedule

On 8/25/2014

Evidence of Completion

Master Schedule

Action Step 2 [5]

Create a Professional Development calendar that includes time for the Science School Improvement team to meet.

Person Responsible

Jayne Owens Thompson

Schedule

Biweekly, from 9/10/2014 to 6/5/2015

Evidence of Completion

Professional Development Plan

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

Review agendas and notes from meetings in leadership meetings.

Person Responsible

Pam Adams

Schedule

Biweekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Agendas Minutes from meetings

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

Review lesson plans.

Person Responsible

Jayne Owens Thompson

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Focus walk notes.

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

Review agendas for rigor.

Person Responsible

Pam Adams

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Meeting notes

G4.B1.S2 The science lead teacher will attend monthly meetings and distribute information to the Science School Improvement Team. 4

Strategy Rationale

S099948

Developing teacher leaders and a model classroom provides critical support to teachers.

Action Step 1 5

Provide TDEs to for science lead to attend monthly district science lead training.

Person Responsible

Pam Adams

Schedule

Monthly, from 9/9/2014 to 5/20/2015

Evidence of Completion

Workshop notes Payroll roster

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

Meet with science lead to review training.

Person Responsible

Jayne Owens Thompson

Schedule

Monthly, from 9/17/2014 to 5/13/2015

Evidence of Completion

Meeting notes, Scheduling grid

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

Monitor the implementation of science content and strategies distributed through the School improvement Team meetings to classroom teachers.

Person Responsible

Pam Adams

Schedule

Monthly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Minutes from meetings Notes from classroom observations

G4.B1.S3 Teachers will unpack science standards with colleagues and students and benchmark student work against standards. `4`

🔑 S099949

Strategy Rationale

Understanding the expectations of the standards provides a framework for developing scaffolded instruction to meet the standards.

Action Step 1 `5`

Teachers will unpack science standards with colleagues identifying key vocabulary by underlining or circling words. Key terms are explored for meaning and rigor.

Person Responsible

Jayne Owens Thompson

Schedule

Biweekly, from 9/24/2014 to 5/20/2015

Evidence of Completion

Notes from meetings Completed DOE forms for unpacking standards Standards' charts Lesson plans

Action Step 2 `5`

Teachers will unpack science standards with students identifying key vocabulary by underlining or circling words. Key terms are explored for student generated definitions.

Person Responsible

Jayne Owens Thompson

Schedule

Evidence of Completion

Standards' charts Conversations with students Science journals

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

Monitor teacher and student understanding of key vocabulary and expectations of science standards.

Person Responsible

Jayne Owens Thompson

Schedule

Biweekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Meetings notes Classroom charts Student science journals Completed DOE forms for unpacking standards

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

Review Science CGAs, science interactive journals and listen to student accountable talk.

Person Responsible

Schedule

Biweekly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Notes from observations Science data FOcus walk forms

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
G3.B1.S1.A1	Inventory current science supplies and equipment at each grade level. Shift supplies to grade levels as needed.	Adams, Pam	9/3/2014	Science supply shelves	6/5/2015 monthly
G4.B1.S1.A1	Create a master schedule to include common resource time for teachers to meet and share ideas if they want to do so.	Owens Thompson, Jayne	8/11/2014	Master Schedule	8/25/2014 one-time
G4.B1.S2.A1	Provide TDEs to for science lead to attend monthly district science lead training.	Adams, Pam	9/9/2014	Workshop notes Payroll roster	5/20/2015 monthly
G4.B1.S3.A1	Teachers will unpack science standards with colleagues identifying key vocabulary by underlining or circling words. Key terms are explored for meaning and rigor.	Owens Thompson, Jayne	9/24/2014	Notes from meetings Completed DOE forms for unpacking standards Standards' charts Lesson plans	5/20/2015 biweekly
G1.B1.S1.A1	Implement the Making Words curriculum with fidelity.	Varano, Kelly	8/11/2014	Student Assessments, Lesson Plans, Observation Instruments	6/5/2015 monthly
G1.B1.S2.A1	Provide professional development for implementing Achieve 3000 in center rotations.	Varano, Kelly	8/11/2014	Student data from Achieve 3000, including lexile levels.	6/5/2015 weekly
G1.B1.S3.A1	Provide professional development for implementing iReady Reading in literacy centers.	Varano, Kelly	10/6/2014	Usage Reports, Student Data, Lesson Plans, Observations	6/5/2015 weekly
G1.B2.S1.A1	Providing professional development for implementing the computer programs and ways to encourage usage at home.	Varano, Kelly	8/11/2014	Usage reports, Parent Conferences, Student Conferences	6/5/2015 biweekly
G1.B2.S2.A1	Implement Media schedule to ensure all students have equal access to reading materials and checkout books bi-weekly.	Wilkes, Susan	8/11/2014	Classroom schedules	6/5/2015 biweekly
G1.B3.S1.A1	Provide professional development and resources to support the implementation of RTi.	Neal, Debra	9/10/2014	Lesson Plans, RTI Documentation	6/5/2015 weekly
G1.B3.S2.A1	Implement guided reading in K-5 classrooms.	Varano, Kelly	8/11/2014	Lesson Plans, Student Documentation, Conference Logs	6/5/2015 weekly
G1.B3.S3.A1	Implement differentiated and effective literacy centers.	Varano, Kelly	8/11/2014	Lesson Plans, Observations	6/5/2015 weekly
G1.B3.S4.A1	Teachers will implement Gradual Release with interactive journals and model during the 90 minute reading block every day.	Varano, Kelly	8/11/2014	Lesson Plans will document the I Do, We Do and You Do as the class moves through the continuum of learning in reading.	6/5/2015 daily
G2.B1.S1.A1	Each grade level will have common resource times together weekly; an administrator will be available to support teacher planning.	Taylor, Heidi	9/1/2014	Calendars with anecdotal notes.	6/5/2015 biweekly
G2.B3.S1.A1	Teachers will analyze data and differentiate instruction through planning and documenting in lesson plans.	Taylor, Heidi	9/1/2014	Data notebooks, RtI logs, and lesson plans will provide the student data to show implementation.	6/5/2015 daily
G2.B2.S1.A1	Teachers will create a rotating schedule to ensure equity among students on the computers.	Taylor, Heidi	9/1/2014	Lesson plans and schedules for math centers	6/5/2015 weekly
G2.B4.S1.A1	Teachers will unwrap the mathematics Florida standards together in common planning before each unit in the curriculum guide.	Taylor, Heidi	9/1/2014	Teams will include the activity of unwrapping standards in minutes and/or supply administration with a copy of the graphic organizer they created together.	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.A1	Teachers will use the gradual release model during the 60 minute math block every day.	Taylor, Heidi	9/1/2014	Lesson plans will document the I DO, We Do, and You Do as the class moves through the continuum of learning in each of the math units.	6/5/2015 daily
G2.B2.S2.A1	Teachers will use the computers on the laptop cart in their room on the days assigned.	Varano, Kelly	9/15/2014	Checks on the schedule and seeing the computers in the rooms on a regular basis.	6/5/2015 daily
G2.B4.S2.A1	The Math Lead will attend monthly meetings.	Beckstrom, Michael	9/1/2014	Agendas and Notes from the meetings	6/5/2015 monthly
G2.B4.S3.A1	Teachers will plan daily lessons with the four pillars in mind.	Taylor, Heidi	9/1/2014	Lesson plans reflecting the four pillars	6/5/2015 daily
G2.B1.S2.A1	Teachers will collaborate on scheduled Wednesdays	Taylor, Heidi	10/6/2014	Agendas	6/5/2015 weekly
G3.B1.S1.A2	Create a list of common supplies for science activities and send letters to parents and local business requesting donations of these supplies.	Owens Thompson, Jayne	9/3/2014	Letters List of supplies	6/5/2015 one-time
G4.B1.S1.A2	Create a Professional Development calendar that includes time for the Science School Improvement team to meet.	Owens Thompson, Jayne	9/10/2014	Professional Development Plan	6/5/2015 biweekly
G4.B1.S3.A2	Teachers will unpack science standards with students identifying key vocabulary by underlining or circling words. Key terms are explored for student generated definitions.	Owens Thompson, Jayne	Standards' charts Conversations with students Science journals	one-time	
G2.B3.S1.A2	Teachers will provide Tier III support for students not showing growth according to a normal trend line when in the small group, Tier II groups.	Taylor, Heidi	9/1/2014	RtI logs and data graphs will provide the evidence that this action step is in place in the classrooms where it is needed.	6/5/2015 weekly
G1.MA1	Ongoing analysis of CGA's, iReady Reading, Achieve 3000, Write to Learn	Neal, Debra	8/25/2014	Student Data from CGA's, iReady Reading, Achieve 3000, Write to Learn, and Data Notebooks and Data wall	6/5/2015 biweekly
G1.B1.S1.MA1	Observation Instruments Student Assessments	Neal, Debra	8/18/2014	Observation of student work, CGAs and iReady data	6/5/2015 weekly
G1.B1.S1.MA1	Analysis of Focus walks	Neal, Debra	8/18/2014	Summary of focus walks	6/5/2015 weekly
G1.B2.S1.MA1	Review of Student Data	Neal, Debra	8/18/2014	Student Data, Increasing Lexile Scores	6/5/2015 every-6-weeks
G1.B2.S1.MA1	Review of Usage Reports and Lesson Plans	Neal, Debra	8/18/2014	Usage Reports, Lesson Plans, Conference Logs	6/5/2015 weekly
G1.B3.S1.MA1	Analysis of RTi documentation, CGAs, and iReady Growth reports	Neal, Debra	10/1/2014	RTi documentation with analysis, CGAs, Growth charts	6/5/2015 every-6-weeks
G1.B3.S1.MA1	Lesson Plans and RTI Documentation	Neal, Debra	10/1/2014	Lesson Plans and RTI Documentation	6/5/2015 biweekly
G1.B1.S2.MA1	Data chats and analysis	Neal, Debra	8/18/2014	Data notebooks and data wall	6/5/2015 weekly
G1.B1.S2.MA1	Observations, Lesson Plans, Usage Reports, Exit tickets	Neal, Debra	8/11/2014	Usage Reports and lesson plans	6/5/2015 biweekly
G1.B2.S2.MA1	Book logs, Student Data	Owens Thompson, Jayne	8/25/2014	Book Logs, Student Data	6/5/2015 weekly
G1.B2.S2.MA1	Library checkout system	Owens Thompson, Jayne	8/25/2014	Library checkout system	6/5/2015 biweekly
G1.B3.S2.MA1	Review of data notebooks, Student Achievement Data showing growth in reading	Neal, Debra	8/18/2014	Student work and student data through running records, conference notes, iReady data, Write to Learn results, and Lexile levels.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.MA1	Lesson Plans, Observations, Conference Logs	Neal, Debra	8/18/2014	Lesson Plans, Observations, Conference Logs	6/5/2015 weekly
G1.B1.S3.MA1	Review student growth reports and student achievement data.	Neal, Debra	10/6/2014	iReady usage reports and Student Data	6/5/2015 monthly
G1.B1.S3.MA1	Lesson Plans, Observations, and usage reports	Taylor, Heidi	10/6/2014	Usage Reports, Lesson Plans, focus walk notes	6/5/2015 weekly
G1.B3.S3.MA1	Lesson Plans, Observations through focus walks	Neal, Debra	8/11/2014	Lesson Plans, Observations	6/5/2015 weekly
G1.B3.S3.MA1	Lesson Plans, Observations through focus walks	Neal, Debra	8/11/2014	Lesson Plans, Observations	6/5/2015 weekly
G1.B3.S4.MA1	Assessments with average of 80% proficiency.	Neal, Debra	8/11/2014	Student data reports	6/5/2015 weekly
G1.B3.S4.MA1	Review of interactive journals showing gradual release model and lesson plans.	Neal, Debra	8/11/2014	Teachers' conversations regarding use of interactive journals, and reviews of interactive journals.	6/5/2015 weekly
G2.MA1	iReady and CGA data	Taylor, Heidi	9/1/2014	Graphs will show an increase or decline in data for each teacher's class(es).	6/5/2015 monthly
G2.B1.S1.MA1	Effective lesson plans with all components and a consensus of ideas.	Taylor, Heidi	9/1/2014	Anecdotal notes on lesson plans; Focus walk notes.	6/5/2015 biweekly
G2.B1.S1.MA1	Conversations will occur with teachers who take this opportunity to discuss planning.	Taylor, Heidi	9/1/2014	Notes on administrators' calendars will show the evidence of topics covered in the meetings.	6/5/2015 biweekly
G2.B2.S1.MA1	Reports are used to show effectiveness of the computer programs and the amount of usage.	Taylor, Heidi	9/22/2014	iReady reports	6/5/2015 weekly
G2.B2.S1.MA1	Administrators monitor the math center plans.	Taylor, Heidi	9/1/2014	Differentiated math center plans will provide evidence of fidelity.	6/5/2015 monthly
G2.B3.S1.MA1	Student achievement data will support the differentiated instruction.	Taylor, Heidi	9/1/2014	Reports will show data of whole class and individual students showing gains or losses.	6/5/2015 monthly
G2.B3.S1.MA4	Students will have the support needed in the RtI groups and will be able to move back to Tier 1 or students will be provided with the proper supports and resources through an effective IEP.	Taylor, Heidi	9/1/2014	RtI agendas and meeting notes, teacher documentation that includes intervention support and data, MRT agendas, IEPs	6/5/2015 daily
G2.B3.S1.MA1	Administrators will discuss differentiation within lesson plans with teachers.	Taylor, Heidi	9/1/2014	Lesson plans showing differentiation.	6/5/2015 biweekly
G2.B3.S1.MA3	Student names and class list are provided to the guidance counselor and administration on an ongoing basis throughout the year as students move in and our of RtI.	Taylor, Heidi	9/1/2014	A notebook with class lists will hold all of the RtI students and what Tier they are currently a part of in each classroom. We will track these students on a data board, as well.	6/5/2015 weekly
G2.B4.S1.MA1	Assessments, activities, and tasks will be aligned with the Florida mathematics standards.	Taylor, Heidi	9/1/2014	Focus walks, informal observations, formal observations, students learning gains, and meeting notes will show evidence of effectiveness.	6/5/2015 monthly
G2.B4.S1.MA1	Administrators will check minutes from PLCs and grade level meetings	Taylor, Heidi	9/22/2014	Minutes from meetings and graphic organizers showing the standards unwrapped.	6/5/2015 monthly
G2.B1.S2.MA1	Teacher feedback through surveys.	Taylor, Heidi	10/6/2014	Teachers will fill out surveys after each meeting on their learning and how the collaboration impacts them and their students in their teaching.	6/5/2015 weekly
G2.B1.S2.MA1	Teachers' understanding of job imbedded professional development, lesson plans and observations	Taylor, Heidi	10/6/2014	Exit tickets. observations	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.MA1	Assessments showing at least an 80% class average.	Taylor, Heidi	9/1/2014	Class grades will show evidence that the gradual release model is working for the students; Assessment data will show learning gains and student achievement; RtI data and records will supplement the 20% that may not be showing effective growth.	6/5/2015 weekly
G2.B3.S2.MA1	Students will have interactive journals showing the gradual release model; Lesson plans will also have the continuum of learning.	Taylor, Heidi	9/1/2014	Teachers will share ideas about interactive math journals; Administrators will check interactive math journals	6/5/2015 daily
G2.B2.S2.MA1	Usage of the computer programs will increase or show high usage.	Varano, Kelly	9/1/2014	Usage reports and the carts being in the rooms assigned on the calendar.	6/5/2015 weekly
G2.B2.S2.MA1	The laptop carts will be used in the classrooms by the students.	Varano, Kelly	9/1/2014	A calendar is in place for the teachers/students to share the laptop carts.	6/5/2015 weekly
G2.B4.S2.MA1	The math team will meet periodically to get information from the Math Lead.	Beckstrom, Michael	9/1/2014	Minutes from meetings	6/5/2015 monthly
G2.B4.S2.MA1	Monthly discussions after the meetings will be held with administrators and the math team	Taylor, Heidi	9/1/2014	Notes from the meetings and minutes from the VLC	6/5/2015 monthly
G2.B4.S3.MA1	The focus walks will help monitor the four pillars and the administrators and coach will support this for effectiveness through feedback and modeling.	Taylor, Heidi	9/1/2014	Feedback notes; Lesson plans (rigor); assessments (demonstration of learning); anecdotal notes of environment (engagement and student ownership)	6/5/2015 daily
G2.B4.S3.MA1	Focus walks, informal observations, and formal observations will show fidelity of the four pillar implementation.	Taylor, Heidi	9/1/2014	Focus walk notes from the administrators will provide evidence of four pillars. These drop-in sheets will be provided to the teachers for immediate feedback.	6/5/2015 daily
G3.MA1	Review of journals reflecting student thinking during hands-on activities.	Owens Thompson, Jayne	9/10/2014	Journals Data from science CGAs	6/5/2015 weekly
G3.B1.S1.MA1	Analysis of CGAs.	Adams, Pam	9/3/2014	Data notebook and data wall.	6/5/2015 monthly
G3.B1.S1.MA1	Observe students doing science labs and the depletion of science supplies.	Adams, Pam	9/3/2014	Focus walks of science labs and inventory of science storeroom.	6/5/2015 monthly
G4.MA1	Review of meeting exit tickets, and science journals.	Owens Thompson, Jayne	9/24/2014	Questions on exit ticket - What new knowledge did you learn and what questions do you still have? Rigor in Science Journals	6/5/2015 biweekly
G4.MA2	Analysis of Science CGAs	Owens Thompson, Jayne	9/10/2014	Data Notebooks	4/15/2015 every-2-months
G4.B1.S1.MA1	Review agendas for rigor.	Adams, Pam	9/1/2014	Meeting notes	6/5/2015 monthly
G4.B1.S1.MA1	Review agendas and notes from meetings in leadership meetings.	Adams, Pam	9/24/2014	Agendas Minutes from meetings	6/5/2015 biweekly
G4.B1.S1.MA3	Review lesson plans.	Owens Thompson, Jayne	9/1/2014	Focus walk notes.	6/5/2015 biweekly
G4.B1.S2.MA1	Monitor the implementation of science content and strategies distributed through the School improvement Team meetings to classroom teachers.	Adams, Pam	9/24/2014	Minutes from meetings Notes from classroom observations	6/5/2015 monthly
G4.B1.S2.MA1	Meet with science lead to review training.	Owens Thompson, Jayne	9/17/2014	Meeting notes, Scheduling grid	5/13/2015 monthly
G4.B1.S3.MA1	Review Science CGAs, science interactive journals and listen to student accountable talk.		9/3/2014	Notes from observations Science data FOcus walk forms	6/5/2015 biweekly

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	Monitor teacher and student understanding of key vocabulary and expectations of science standards.	Owens Thompson, Jayne	9/24/2014	Meetings notes Classroom charts Student science journals Completed DOE forms for unpacking standards	6/5/2015 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 Opportuntities

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

G1. All teachers will use data to differentiate instruction in reading aligned to Florida Standards to meet the needs of all learners and increase proficiency in reading on the FSA to 74%.

G1.B1 Limited background knowledge and vocabulary students bring to the classroom.

G1.B1.S1 Utilizing Making Words curriculum.

PD Opportunity 1

Implement the Making Words curriculum with fidelity.

Facilitator

Kelly Varano

Participants

K-5 Teachers

Schedule

Monthly, from 8/11/2014 to 6/5/2015

G1.B1.S2 Utilizing Achieve 3000 computer program.

PD Opportunity 1

Provide professional development for implementing Achieve 3000 in center rotations.

Facilitator

Kelly Varano, Achieve 3000 Representatives

Participants

Teachers of Grades 1-5

Schedule

Weekly, from 8/11/2014 to 6/5/2015

G1.B1.S3 Utilizing iReady Reading computer program.

PD Opportunity 1

Provide professional development for implementing iReady Reading in literacy centers.

Facilitator

Kelly Varano

Participants

K-5 Teachers

Schedule

Weekly, from 10/6/2014 to 6/5/2015

G1.B2 Lack of reading materials at home for students to access.

G1.B2.S1 Provide access to reading materials through computer programs (i.e. - Achieve 3000, iReady Reading, Write to Learn).

PD Opportunity 1

Providing professional development for implementing the computer programs and ways to encourage usage at home.

Facilitator

Kelly Varano

Participants

Teachers K-5, Parents/Guardians K-5

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

G1.B3 Students performing below grade level requirements.

G1.B3.S1 Response to Intervention (RTI)

PD Opportunity 1

Provide professional development and resources to support the implementation of RTi.

Facilitator

Lou Nussbaum, Heidi Taylor, Debra Neal

Participants

Teachers K-5

Schedule

Weekly, from 9/10/2014 to 6/5/2015

G1.B3.S2 Guided Reading

PD Opportunity 1

Implement guided reading in K-5 classrooms.

Facilitator

Kelly Varano

Participants

Teachers K-5

Schedule

Weekly, from 8/11/2014 to 6/5/2015

G1.B3.S3 Literacy Centers

PD Opportunity 1

Implement differentiated and effective literacy centers.

Facilitator

Kelly Varano

Participants

Teachers K-5

Schedule

Weekly, from 8/11/2014 to 6/5/2015

G1.B3.S4 Gradual Release with the implementation of interactive journals

PD Opportunity 1

Teachers will implement Gradual Release with interactive journals and model during the 90 minute reading block every day.

Facilitator

Kelly Varano

Participants

Teachers K-5

Schedule

Daily, from 8/11/2014 to 6/5/2015

G2. All teachers will use data to differentiate instruction in mathematics aligned to Florida Standards to meet the needs of all learners and increase proficiency on the FSA to 72%

G2.B1 Planning time

G2.B1.S2 WOW days every Wednesday where large groups of teachers have ongoing discussions and relevant work.

PD Opportunity 1

Teachers will collaborate on scheduled Wednesdays

Facilitator

Administrators, Coach, and Teachers

Participants

K-5 Teachers

Schedule

Weekly, from 10/6/2014 to 6/5/2015

G2.B2 Technology usage to differentiate instruction

G2.B2.S1 Students will rotate through the computer center during math center time to complete activities in iReady.

PD Opportunity 1

Teachers will create a rotating schedule to ensure equity among students on the computers.

Facilitator

District Math Specialist

Participants

All K-2 teachers, 3,4,5 Math teachers

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G2.B3 Students performing below grade level requirements

G2.B3.S1 Teachers will monitor class and individual student data to group students together by need for small group instruction during the math block and math centers.

PD Opportunity 1

Teachers will analyze data and differentiate instruction through planning and documenting in lesson plans.

Facilitator

DAT Team

Participants

All K-5 teachers

Schedule

Daily, from 9/1/2014 to 6/5/2015

PD Opportunity 2

Teachers will provide Tier III support for students not showing growth according to a normal trend line when in the small group, Tier II groups.

Facilitator

Heidi Taylor, Kelly Varano, Lou Nussbaum

Participants

All K-5 Teachers

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G2.B3.S2 Teachers will use the gradual release model for instruction so that the content is released to the students when the students are ready to practice the content in groups and independently after modeling by the teacher.

PD Opportunity 1

Teachers will use the gradual release model during the 60 minute math block every day.

Facilitator

Kelly Varano

Participants

All K-5 teachers of mathematics

Schedule

Daily, from 9/1/2014 to 6/5/2015

G2.B4 Lack of familiarity with new Florida Standards and how they will be measured.

G2.B4.S1 Teachers in all grades will unwrap the Florida standards in professional learning communities.

PD Opportunity 1

Teachers will unwrap the mathematics Florida standards together in common planning before each unit in the curriculum guide.

Facilitator

Math Lead - Michael Beckstrom

Participants

Math Team - each grade level will have at least one representative

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

G2.B4.S2 The Math Lead teacher will attend monthly meetings and share the information to the math vertical learning community.

PD Opportunity 1

The Math Lead will attend monthly meetings.

Facilitator

Michael Beckstrom

Participants

Math VLC

Schedule

Monthly, from 9/1/2014 to 6/5/2015

G2.B4.S3 Implementation of the four pillars of instruction in all math blocks and math centers.

PD Opportunity 1

Teachers will plan daily lessons with the four pillars in mind.

Facilitator

Heidi Taylor and Debra Neal

Participants

K-5 teachers

Schedule

Daily, from 9/1/2014 to 6/5/2015

G3. K-5 teachers will provide science hands-on experiences to students on a weekly basis to increase proficiency on the state assessment to 72%

G3.B1 Limited funds for science supplies.

G3.B1.S1 Request donations for science materials from parents and business partners.

PD Opportunity 1

Create a list of common supplies for science activities and send letters to parents and local business requesting donations of these supplies.

Facilitator

Science school improvement team chair and co-chair

Participants

Science school improvement team

Schedule

On 6/5/2015

G4. All teachers will use data to differentiate instruction in science aligned to the Florida Standards to meet the needs of all learners and increase proficiency on the state assessment to 72%.

G4.B1 Limited time for teachers to study science content and standards and plan instruction together.

G4.B1.S1 Teachers will meet on a regular basis to review assessment data and science journals to adjust instruction and plan differentiated activities. Provide time during WOW days or TDEs and/or early dismissal days for teachers to study science content and data to plan science activities.

PD Opportunity 1

Create a Professional Development calendar that includes time for the Science School Improvement team to meet.

Facilitator

Jayne Owens-Thompson and Pam Adams

Participants

K-5 Faculty

Schedule

Biweekly, from 9/10/2014 to 6/5/2015

G4.B1.S2 The science lead teacher will attend monthly meetings and distribute information to the Science School Improvement Team.

PD Opportunity 1

Provide TDEs to for science lead to attend monthly district science lead training.

Facilitator

District Science Team

Participants

Pam Adams

Schedule

Monthly, from 9/9/2014 to 5/20/2015

G4.B1.S3 Teachers will unpack science standards with colleagues and students and benchmark student work against standards.

PD Opportunity 1

Teachers will unpack science standards with colleagues identifying key vocabulary by underlining or circling words. Key terms are explored for meaning and rigor.

Facilitator

Science Leads Principal

Participants

K-2 Teachers 3-5 Science Teachers

Schedule

Biweekly, from 9/24/2014 to 5/20/2015

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: All teachers will use data to differentiate instruction in reading aligned to Florida Standards to meet the needs of all learners and increase proficiency in reading on the FSA to 74%.	3,500
Goal 2: All teachers will use data to differentiate instruction in mathematics aligned to Florida Standards to meet the needs of all learners and increase proficiency on the FSA to 72%	8,600
Goal 4: All teachers will use data to differentiate instruction in science aligned to the Florida Standards to meet the needs of all learners and increase proficiency on the state assessment to 72%.	5,300
Grand Total	**17,400**

Goal 1: All teachers will use data to differentiate instruction in reading aligned to Florida Standards to meet the needs of all learners and increase proficiency in reading on the FSA to 74%.		
Description	**Source**	**Total**
B3.S2.A1 - Substitutes for TDEs	General Fund	3,500
Total Goal 1		**3,500**

Goal 2: All teachers will use data to differentiate instruction in mathematics aligned to Florida Standards to meet the needs of all learners and increase proficiency on the FSA to 72%		
Description	**Source**	**Total**
B1.S2.A1 - Substitutes	General Fund	6,000
B2.S1.A1 - Substitutes	General Fund	2,600
Total Goal 2		**8,600**

Goal 4: All teachers will use data to differentiate instruction in science aligned to the Florida Standards to meet the needs of all learners and increase proficiency on the state assessment to 72%.		
Description	**Source**	**Total**
B1.S2.A1 - Substitutes	General Fund	1,800
B1.S3.A1 - Substitutes	General Fund	3,500
Total Goal 4		**5,300**