Saint Clair Evans Academy

2014-15 School Improvement Plan

Saint Clair Evans Academy

5443 MONCRIEF RD, Jacksonville, FL 32209

http://www.duvalschools.org/scea

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	Yes	91%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	97%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
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

To provide educational excellence in every classroom for every student, everyday at Saint Clair Evans Academy.

Provide the school's vision statement

To promote academic excellence and social responsibility.

School Environment

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

The school has engaged stakeholders (parents, students, teachers, school counselors, community, etc.) in the process of assessing the current state of the cultural awareness and student-teacher relationships through surveys such as; The New Teacher Learning Project, Gallup Poll Survey, Title I surveys, and SAC Accreditation surveys. This data is used to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and to close the existing social justice/equity gaps and shared with the school's SAC Board, Student Council, school leadership teams and Shared Decision Team to determine next steps.
In addition,teachers have participated in books study such as "Equity Audits in the Classroom", "Understanding Poverty" and other professional develop centered around culture. The school participates in cultural activities such as black history month. Students will have an opportunity to serve on the Student Council, a school leadership program.The school develops relationships with students by using a positive approach to school-wide discipline.

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

The school has developed and implemented a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum such as Second Step. Supplemental data driven small group counseling and supports are in placed based on identified student need. The guidance counselor provides counseling, referral system supports to school-based and community resources. Teachers have support systems on campus that includes the full time counselor, and access to Full Service behavior specialists to help with those students who need additional support with behavior. A plan is in place to hire a full time behavior interventionist. Full Service is a neighborhood based collaboration designed to remove barriers to a child's academic success.
Services include:
- behavioral intervention
- individual/ family counseling
- mentoring
- parental skills enhancement
- after school tutoring
- case management
- medical/ health services
- after school activities
Selected students participate in Big Brother/Big Sister Mentor program. The mentor supports their assigned student in social behaviors as well as academics. In addition students participate in:

Anti-Bullying Programs
Second Step Curriculum
Class meetings
Each year the school has a theme to help promote school-wide unity. Our theme for 2014-2015 is "Reach for the Stars". Students will be encouraged to be a STAR. S- use Self Control. T-Think Before You Act, A-Always Do Your Best, R- Respect Yourself and Others.

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

All staff members participate in CHAMPS Classroom Management training. A program that is used to set behavior exceptions for each learning activity. The CHAMPs acronym is used to define detailed behavioral expectations. All classroom teachers are required to have an interactive CHAMPS chart in their classroom. In addition, students attend a school behavior assembly to review the school and district's student code of conduct as well as the SCEA Positive Rewards recognitions, such as: Star Student of the Week, quarterly behavior rewards for those students who have zero referrals, Star of the Month, citizenship awards, attendance awards and Green Day rewards for having an "A" for conduct. All staff members use positive feedback to reinforce behavior.
The school adheres to the DCPS Student Code of Conduct that defines the action step to taken with each child based on the code violation. Restorative Justice will be used to give students an opportunity, to resolve skills, build stronger relationships and administration will provide alternative approaches to discipline to reduce the number of students be suspended.
In addition, the school has a SCEA School-wide Discipline Plan that defines common area behaviors. At the beginning of the year, teachers teach CHAMP lessons and each classroom uses a school-wide discipline chart to ensure that all students are treated fairly and consistently.
Each school is required to create a PBIS (Positive Behavioral Interventions and Supports) plan to define school-wide expectations that are aligned with the district's Student Code of Conduct.

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 school has a comprehensive guidance program and full time guidance counselor that schedules meetings with distinct staff and teachers to discuss students who are referred for social-emotional needs, academics, behaviors, or medical needs. In addition, the school has a school-wide MTSS team that meets on a biweekly basis to discuss students with barriers to academic and social success.
Mentors are assigned to students who have behavior concerns or the students are refereed to Full Service schools and assigned a behavior specialist or if a child has medical need will assist the parent in getting the child to the doctor and help with the cost of medication. In addition, Full Service helps provide eye exams and glasses for those students who fail the vision screening.
The school has inclusion classrooms to support the students who have an individual education plan and ESE teachers support the student in the classroom to provide differentiate instruction, accommodations and modifications.

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

Saint Clair Evans Academy implements an Early Warning Intervention and Monitoring System implementation process through Response to Intervention (RTI), which involves a complete cycle bi-

weekly meetings to ensure implementation at the school. The RTI process helps our school systematically:

1) identify students who are showing signs that they are at risk of failing reading or math (level 1 on FCAT), have behavior major problems (suspensions), or attendance issues.

2) match these students to interventions to get them back on track for promotion; and

3) monitor students' progress in those interventions.

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	39	21	15	11	10	2	98
One or more suspensions	11	20	21	31	9	17	109
Course failure in ELA or Math	18	8	10	7	0	2	45
Level 1 on statewide assessment	0	0	0	111	70	75	256

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	10	3	5	6	2	1	27

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

Saint Clair Evans utilizes several interventions to improve the academic performances of the students identified by the early warning system. Those interventions include Response to Intervention for Math- enVisions Intervention Kit- provides the teacher with several interventions aligned with the enVision's curriculum. Number Worlds- games for students to use to build math skills. Guided Practice- where the teacher guides students though the skill giving student support until students can be released to complete skill on their own. Automaticity Activities- board and computer games students play to increase their speed in math fluency. I-Ready Math- individualized support on the computer to help each student improve skills then adjust students to the next level. Data based Math Centers- teachers' use each student data to create centers to strengthen math skills. Reading - Soar to Success- Guided reading instruction that includes all components in a prepackaged kit for teachers to use with students below grade level. Direct Instruction- Teachers use Reading Mastery, Phonics for Reading and Specialized Decoding kits to work with students below grade level. FCRR- created activities for teachers to place in centers for students to work on fluency, phonics, phonemic awareness and comprehension. Barton Reading and Spelling Systems, I-Ready, Comprehension Tool Kit, Reading Intervention, and Achieve 300, behavior, and attendance, guidance referrals, Full Service referrals and intervention plans, AIT meeting and correlations with the District Attorney's Office. In the RTI Team bi-weekly meetings we discuss each of the students' progress monitoring data in reading math, attendance, and behavior, we review and update the RTI plans as needed to identify if the student is progressing, needs another Tier of support, or needs to be recommended for MRT for further testing. Each grade level has an RTI team that meets monthly and determines interventions for students, and modifies existing RTI plans. Saint Clair Evans conducts data chats with parents and involves the parent and child in understanding each students progress and shared responsibility included in an agreement.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Saint Clair Evans Academy involves parents in all aspects of its Title I programs which includes economically disadvantaged, disabled, limited literacy, and African-American. The School Advisory Council participates in the development, implementation, and evaluation of school level plans that include the School Improvement Plan and Parent Involvement Plan. Over 50% of the SAC members are non-employees. All parents are given the opportunity to review all plans and offer suggestions prior to approval. Their input is documented through the sign-in sheets and the minutes from the planning meetings, as well as all Parent Involvement meetings throughout the year. SAC, PTA, and Parent Involvement meetings will be held on the 1st Tuesday of each month. SAC will begin at 4:00 pm. PTA/Parent Involvement will start at 5:00 pm. Our goal in to increase participation by having all meetings on the same evening. Parent survey results are reviewed by SAC and parent involvement members to determine necessary changes.

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

SCEA has a part time business/parent liaison that helps the school build partnerships with the local school community. In addition, the school has formed an alumni association that helps support the vision and mission of the school by providing volunteers, tutors. donations, and parent involvement. The liaison responsibilities includes:
• Facilitating parent-school communication;
• Facilitating community agency referrals;
• Encouraging parent involvement in the school;
• Fostering trust between parents and the educational community;
• Fostering higher academic achievement through collaboration with school personnel.
The primary role of the Parent Liaison is to empower parents to become active participants in the education of their children. Targeted are those parents who:
• need help in determining how best to help their children;
• are infrequent participants in school activities;
• may need clarification of their role in the educational process; and
• need assistance in making connections and accessing services.
The school utilizes the district's Parent Academy to promote parental involvement and enhance student achievement through workshops and activities that provide tools to enhance parenting, advocacy and leadership skills.
The school works closely with Full Service Schools to help provide students with behavioral support, medical needs, glasses, and mini grants to provide awards and educational incentives.
Big Brother/Big Sister Mentoring program works with our school to provide role models for students who have social needs.. The mentors help our students realize their potential and build their futures.

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
Reese, Wanda	Principal
Polydore, Lawanda	Assistant Principal
Polk, Taylor	Instructional Coach
Richie, Natalya	Instructional Coach
Schaudel, Megan	Instructional Coach

Duties

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

Lawanda Polydore - Assistant Principal
Responsibilities: Observations/Evaluations, Supervise Paraprofessionals, discipline, textbooks, test coordinator, bus coordinator, plan and provide support with professional development, collect and analyze data, and principal designee.
Reading Coach - Christine Polk
Math Coach – Natalya Richie
Both coaches will:
-Implement the Coaching Cycle
-Research and provide content knowledge and resources to staff about learning and teaching in their content area– including: teaching strategies, modeling; assessment; research and provide information and guidance regarding a range of effective and innovative practices through various activities such as:
* individual discussions (informal and formal);
* coaching sessions;
* demonstration lessons with pre- and post-discussion/analysis;
* study groups; staff meetings; and professional development
* Maintain paperwork consistently, appropriately and in a timely manner
* Track data through progress monitoring, keep a data notebook
* Use technologies in the teaching/learning process
* Progress Monitor
* Maintain the confidentiality of schools, teachers, and classrooms
* Maintain supplemental materials
* Implement district initiatives
* Meet monthly with the district coaches
* Administer and interpret assessment data to determine adequate progress
* Determine those in need of supplemental or intensive intervention.
* Become familiar with the administration and interpretation of in-depth diagnostic measures or additional assessments commonly used in the school
Science Coach –Megan Schaudel
* Implement the Coaching Cycle
* Research and provide content knowledge and resources to staff about learning and teaching in science
teaching strategies, modeling;assessment; research and provide information and guidance regarding

a range of effective and innovative practices through various activities such as:

* individual discussions (informal and formal);
* coaching sessions;
* demonstration lessons with pre- and post-discussion/analysis;
* study groups; staff meetings; and professional development
* Maintain paperwork consistently, appropriately and in a timely manner
* Track data through progress monitoring, keep a data notebook
* Maintain the confidentiality of schools, teachers, and classrooms
* Meet monthly with the district
* The primary role is to work with teachers to support, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need as it relates to science
* Maintain the school's science lab, model lessons, investigations, inquiry
* Model science lessons in the classroom and work specifically with 5th grade to support content
* Implement district initiatives
* Use technologies in the teaching/learning process
* Administer and interpret assessment data to determine adequate progress
* Determine those in need of supplemental or intensive intervention.
* Become familiar with the administration and interpretation of in-depth diagnostic measures or additional assessments commonly used in the school.

Reading Interventionist – Sandra Woodward
* The Reading Intervention Teacher will implement scientific-based reading research strategies to enable students to develop the competencies and skills to be successful readers
* Provides individual and group instruction designed to meet individual needs and motivate students
* Evaluates academic growth of students and maintains appropriate records
* Communicates with parents through a variety of means
* Identifies student needs and cooperates with other professional staff members in assessing and helping students solve learning problems
* Use appropriate core and supplemental intervention materials that align with district and state curriculum and provide Tier II and III Literacy support.
* Know how to use and implement a range of effective strategies, as well as analyze instruction
* Administer and interpret assessment data to determine adequate progress
* Determine those in need of supplemental or intensive intervention
* Become familiar with the administration and interpretation of in-depth diagnostic measures or additional assessments commonly used in the school.

The leadership team participates in the shared decision process by sharing ideas with the school staff who then shares with their grade level to reach consensus, by collaborating and problem solving to, define a course of action.

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 MTSS Leadership Team will meet every other Wednesday morning to engage in the following activities; the team consists of one representative from each grade level, ESE VE teachers, the guidance counselor, administration, and reading interventionist: The purpose of the team is to:
• Review/analyze data in content areas
• Look at student work
• Identify students at risk
• Share best practices
• Problem solve

• Identify professional development needs
• Work on building consensus and increasing infrastructure
• Evaluate implementation of RTI and Gradual Release Model
• Plan for professional development

In addition the Leadership Team which includes the principal, assistant principal, school instructional coaches meets biweekly to monitor the process of CPST teams, grade level teams, professional learning teams as well as monitor the systems in place and determines next steps.

Collaborative Problem Solving Teams will meet biweekly. The Problem Solving Model will be used to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, MTSS Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

The MTSS Leadership Team developed a CPST form for all teachers to use that details the 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.

Title I resources will help participating children meet the state's challenging student academic achievement standards expected for all children. The majority of the money will be used for teaching positions; a reading interventionist, math interventionist, a parent volunteer, and business liaison. The parent volunteer liaison oversees the Parents Recourse Center. The Parent Resource and Title I Parent Involvement Center is a source of support and information for parents and families, to offer parents encouragement and support, and to share ways to work as a team with the child's school so the child can be prepared for his or her future. Workshops are provided on a variety of topics which may include Elementary School Success, Helping Your Child with Reading, Organizational and Study Skills, Understanding Special Education, and more. The center will be available to parents during the hours of 8:00-1:00.

The school participates in the Breakfast in the Classroom Program. In addition, the school was chosen to be a part of the Community Eligibility Program that provides free lunches to all students; parents do not have to complete a lunch application under this program.

When SAI dollars become available the dollars will be used to purchase tutors to provide support for students who scored a Level 1 or Level 2 on the 2014 FCAT.

Title I dollars will be used for field trips as an educational tool. To help teachers reinforce lessons and use exciting experiences to engage students. To all students to observe a system not available in the classroom.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Wanda Reese	Principal
Sharon Banks	Business/Community
Geraldine Dew	Education Support Employee
Betty Chance	Parent
	Student
Helena Washington	Parent
Ebony Shiloh	Parent

Duties

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

Evaluation of last year's school improvement plan

The SIP is reviewed quarterly during the school year to ensure that progress is being made. Formative data is shared to progress monitor goals. At the first meeting in September, summative evidence is shared with the SAC Board to determine it the objectives were met. We identify the chief causes of the data that is low in an area and the SAC members provide suggestions , makes recommendations, and offer support. based on the evaluation.

Development of this school improvement plan

SAC committee members were invited to attend the district SIP training. The SAC Board will be given an opportunity to provide input to the SIP plan at the first meeting that will be held the second Thursday in September. Upon review, a meeting will be schedule to give parents time to give input and add additional strategies. The SAC assists in the developing and evaluating of the school improvement plan at the beginning of the year and is reviewed at middle of the year to ensure that progress is being made with all goals.

Preparation of the school's annual budget and plan

The school's budget for the rising school year is shared with the SAC at the last meeting in June. In September it is shared with the new SAC and the members have an opportunity to ask questions. The district uses an Allocation Model to determine school budgets.

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

The school improvement funds were used to purchase agendas for the 2014-2015.

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
Polk, Taylor	Instructional Coach
Reese, Wanda	Principal
Polydore, Lawanda	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative is to reduce the achievement gap by focusing on the core curriculum and raising the percent proficient in reading by 3%. Specific professional development for the staff will include: The implementation of the Florida State Standards in K-5 grades, inquiry based instruction, use of Achieve 3000 in grades 3-5, I-Ready Reading in grades K-5, Barton Reading and Spelling System in grades K-2, close reading/text complexity, focus on Florida State Standards Writing, and training of new district reading initiatives.
In addition, the team will monitor the progress of all subgroups and identify critical needs based upon the reading data. To develop a plan to incorporate literacy across all curriculum including technology. Implementation of the Million Word Campaign. Provide targeted staff development in reading and RTI. Ensure the delivery of the core program with fidelity, intensity, and passion. To provided professional development in the area of Instruction, curriculum & assessment; and support the facilitation of the examining student work
Professional Learning/Collaboration .
In addition, the team will organize Literacy Week and plan activities for the Reading Celebration.

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

SCEA encourages a positive working relationships with teachers through Shared Decision, Sunshine Committee, and Professional Learning Communities, The master schedule has been designed to provide consistent time for teachers to meet in common planning. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.
In addition, all DCPS schools are participating in the New Teacher Learning Project. The TNTP helps public schools, districts and states nationwide advance excellent instruction in four key areas. All staff members took a survey in the spring of 2014. This data is being used to create a strategic plan to work on school culture.
A Gallop Survey was given to all stakeholders to provide additional data in improving the school learning environment and school culture. This data will also be used to create a plan to address the areas of improvement and build on the ares of strength..

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

SCEA will recruit new teachers by marking the school and creating a positive image in the community. The school will follow district procedures for interviewing new candidates and the hiring process. Saint Clair Evans Academy supports new teachers with a mentor program. These staff memebers are paired with an experienced teacher who is CET trained and have proven results. In addition, teachers who are new to the building are assigned a mentor to help support them. Taylor Polk, the school Professional Development Coordinator, leads the school's mentor program.

In addition, leadership and growth opportunities are provided for teachers. Teachers have opportunities to participate in the school leadership team; participate in professional learning communities; and participate in challenging and enriching activities, such as curriculum planning, mentoring, academic coaching, action research, and technology integration. This is lead by school administration, Wanda Reese Principal and Lawanda Polydore assistant principal, and PLC Leads.

Another strategy to retain effective teachers is to provide and cultivate collaboration in the school; to give time for teachers to collaborate, reflect and develop plans to improve on daily; and to provide teachers with an opportunity to provide feedback and solicit it in problem solving for the school. School administration, and coaches are responsible for monitoring this process.

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

The beginning teachers at Saint Clair Evans Academy participate in the district's MINT Program (Mentoring and Induction for Novice Teachers). This process is led at the school level by our PDF (Professional Development Facilitator) Christine Polk. Teachers are assigned a mentor. These mentors are CET trained, have proven data that documents student growth, and have a desire to mentor new teachers. In addition, must have a minimum of three (3) years of successful teaching experience, hold a Professional Certificate, highly skilled with high expectations for students, evidence of outstanding instructional practice, strong interpersonal skills, have strong knowledge of content, have methods that support high standards, and are willing to commit to personal professional growth and learning through participation in professional development activities. The teachers and mentors participate in biweekly meetings with the PDF to train and review the requirements for the beginning teacher program. Requirements of the program include for the beginning teacher(s) are:
* Complete Novice Teacher Self-Assessment.
* Conduct two observations of an effective teacher using the MINT Focus Observation Instrument (one each semester).
* Participate in the principal's Initial Screening (1st CAST) observation cycle which will be conducted within the first 45 days of hire.
* Implement a novice teacher individual professional development plan (NT IPDP) that includes professional learning objectives and planning/instructional strategies to support demonstration of the Florida Educator Accomplished Practices.
* Participate in two observation cycles by a member of the support team that include pre and post conferences (observations should occur during first and second semesters).
* Complete CHAMPS class and follow-up requirements.
* Complete DCPS Code of Ethics class.
* Attend school-based MINT meetings.
* Obtain the principal's verification of satisfactory demonstration of competency in the Florida Educator Accomplished Practices upon completion of the NT IPDP requirements.
Beginning teachers will have an opportunity to observe in other classrooms, schools, and collaborate with their peers. Training will be provided in OnCourse (the school grade book program), Performance Matters (district data program), Teachers will also participate in professional learning communities to collaborate with their peers on lesson plans and teaching strategies.
In addition, teachers who are new to the school, but have classroom experience are paired with a peer to help provide support to acclimate them to the school and district procedures.

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

The instructional programs and curriculum are adopted and supported by Duval County Public Schools. The district provides schools with Learning Guides that are written by teachers and district specialists and are fully aligned to Florida Standards. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

Grade levels meet biweekly to review data and use the Collaborative Problem Solving Model to create MTSS/RTI intervention plans for the students who are not responding to core instruction. An additional 30 minutes of reading instruction is scheduled during the ELA block to provide intensive support for students who are below proficiency based on district required assessments, iReady Reading & Math, Curriculum Guide Assessments for grades 2-5 grade, and DAR. Reading and math instruction is differentiated based on individual learning needs. In addition, teachers use differentiated data driven centers to provide additional practice. Student goals are frequently assessed using formative assessments and district assessments are given quarterly.
Students who have IEPs are given the appropriate accommodations and modifications based on their individual plans such as: giving the student extra time to complete assignments or tests, breaking up testing over several days working in a small group or working one-on-one with the classroom or VE ESE teacher.
The Barton Reading & Spelling System a one-on-one tutoring system will be used by the Reading Interventionist for the lowest students to provide intensive support in spelling, reading, and writing skills for students who struggle or have been identified with a learning disability; 63 students have been identified.
The school ensures every teacher contributes to literacy improvement of every student by:
• Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
• Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
• Scheduling 150 minutes of reading instruction/ ELA
• Providing an extended learning hour, during this hour teachers provide explicit reading instruction
• Using Intensive instruction based on student needs during RTI
• Providing Instruction that is aligned with the Language Arts Florida Standards for their grade level
• Using classroom resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based reading levels
•Students receiving push-in/pull out services for ESE
•Providing LLI (Leveled Literacy Intervention) instruction in K-2
•Providing Process and Strategy charts for reminders of teaching

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

Strategy: Extended School Day
Minutes added to school year: 60

Extended Learning Day
Grades K, 1, 2 - This program is designed to provide differentiated intensive reading support to help students achieve grade-level competency. All teachers (with the exception of two beginning teachers) have been trained and have the curriculum in their classrooms. Leveled Literacy Intervention System (30 Minutes.) K - focus on phonemic awareness, phonics, recognizing a set of high frequency sight words, vocabulary, oral language development. 1st -2nd grades – focus on phonics/word analysis, fluency, vocabulary, reading comprehension. Grades 2 - SRA Corrective Reading (Decoding 30 Minutes). To provide intensive support in decoding with individual placement and careful progression of skill development through direct instruction. Grades 3-5 - Teachers will use the Comprehension Toolkit and Achieve 3000, Phonics to Reasding, and SRA Corrective Reasding. The Comprehension Toolkit will be used to help students construct the meaning of text. This program uses strategic reading within a gradual release framework. The Toolkit focuses on reading, writing, talking, listening, and investigating, to deepen understanding of nonfiction texts. With a focus on strategic thinking, the lessons provide a foundation for developing independent readers and learners. Based on the 2014 data 93% of our third graders who are now fourth graders performed below level on nonfiction text and 89% of our fourth graders, now fifth graders, scored below standard. This program is designed to help kids negotiate informational text, to think about what they are reading, and to hold that thinking so that they understand, remember, and use it. Teachers have the materials and the majority of the teachers have been trained.
In addition, the NGSS/ Common Core standards have been aligned with each lesson.

Strategy Rationale

37% of our students are proficient in reading, therefore; students need additional support in reading to work on mechanics of reading and comprehension.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Reese, Wanda, reesew1@duvalschools.org

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

K-2 teachers will track reading completing running records to monitor reading level advancement. As well, as mini assessments to check for progress in phonics, phonemic awareness, and sight word recognition.
3-5 teachers will give mini assessments for each toolkit lesson that is aligned with the benchmark being taught.

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

Saint Clair Evans Academy has two VPK units each with 36 students with two teachers, and two highly qualified paraprofessionals. The VPK classes are part of the Duval County Pre-K Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the family. Child Find is available to assist families of preschoolers with low readiness rates..

Kindergarten teachers work closely with VPK teachers and families to insure a smooth transition into Kindergarten. In the spring, our school sends home fliers with all students K-5 announcing Kindergarten Round-up to encourage parents to register their children for Kindergarten classes for the upcoming school year. New kindergarten families are supported in their transition to school by being offered the opportunity to ask questions. Other important information is sent home via newsletters and flyers to our VPK and Head Start students and families announcing upcoming events and expectations for school.

Saint Clair allocates funds from our Title I budget to implement activities to help with the transition into Kindergarten. Parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs. VPK teachers and the receiving Kindergarten teachers are highly instrumental with this transition. Parents are invited to attend parent workshops and are given information about our Parent Resource Center.

During the first forty-five days of school, Kindergarten students are screened using FLKRS, DAR, and CGAs. This data is used to indicate the students' development and readiness for school as well as the effectiveness of the transition plan.

There are approximately 90 Kindergarten students at SCEA. Twenty percent of them attended the Pre K program the previous year. Testing results indicate that most of the students that had the benefit of the VPK program are on grade level, those that are below grade level show evidence of possible disabilities. Those that did not attend a VPK program arrive below grade level, sometimes as much as one to two years.

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.   Increase the number of students who are proficient on the Florida Standards Writing Assessment by 3%.

G2.   Increase the percentage of proficiency on the 2015 Spring Math assessment by 3% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 3% at each grade level.

G3.   Increase the percentage of students proficiency (Level 3) or above on the 2015 Spring Florida Reading Standards Assessment by 3% or more at each grade level.

G4.   Increase the percentage of proficiency by 3% in grade 5, so that 60% of students will achieve a level 3 or above and 20% of students will achieve a level 4 and above on the 2015 Spring Science FCAT 2.0.

Strategic Goals Detail

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

G1. Increase the number of students who are proficient on the Florida Standards Writing Assessment by 3%. `1a`

Targets Supported `1b`

🔍 G037439

Indicator	Annual Target
FAA Writing Proficiency	54.0

Resources Available to Support the Goal `2`

- 1. Reading Coach 2. District Specialist 3. Literacy Block 4. Curriculum Guides 5. Achieve 3000 6. Write to Learn 7. District Curriculum Guide 8. Florida State Standards

Targeted Barriers to Achieving the Goal `3`

- Many students experience difficulties mastering the process of writing.

- Lack of explicit writing instruction that is grade level appropriate across all grade levels.

Plan to Monitor Progress Toward G1. `8`

Classroom lesson plans
Focus walk results
Students work
Review of portfolios to show growth over time
Data chats/data collection
Common planning to look at student work

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Curriculum Guide Assessments being utlized Writing Prompts Florida Standards Writing Assessment

G2. Increase the percentage of proficiency on the 2015 Spring Math assessment by 3% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 3% at each grade level. 1a

G037440

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	60.0

Resources Available to Support the Goal 2

- 1.Curriculum Guides with Imbedded 9 week assessments 2. PLC Meetings 3. i-Ready Diagnostics 4. Ready Common Core ToolBox 5. Math Coach (School Site and District) 6. Math Investigations Curriculum 7.Team Up 8. Envisions Curriculum 9. Common Planning 10. Gizmos

Targeted Barriers to Achieving the Goal 3

- Prioritized Barriers to Goal 1 Lack of meaningful instruction aligned to standards and delivered through the gradual release model with the use of cognitive thinking strategies, and inquiry based learning.

Plan to Monitor Progress Toward G2. 8

This goal will be monitored for progress by using data from i-ready diagnostic test, performance task, interactive journal entries, topic and benchmark assessments, Curriculum Guide assessments, gizmo assessments, teacher made assessments, and student work.

Person Responsible

Wanda Reese

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

data, student work, CAST observations, student feedback

G3. Increase the percentage of students proficiency (Level 3) or above on the 2015 Spring Florida Reading Standards Assessment by 3% or more at each grade level. 1a

G037441

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	53.0
AMO Reading - African American	53.0
AMO Reading - SWD	38.0

Resources Available to Support the Goal 2

- School based coaches; Reading Interventionist; Teacher Academy to train and support new teachers in all areas of district initiatives; District Curriculum Guides; Common planning time for teachers during resource; District web based programs, Achieve 3000 (grades 3-5); Write to Learn (5th grade); Phonics for Reading; Six-minute Solution; Heggerty's Phonemic Awareness (grades K-1); Barton Reading and Spelling System (grades K-2); I-Ready Reading; Supplemental leveled text; Reading Resource Room; Extended learning Day; Team-Up (after school program) to provided support in reading; Teachers are highly qualified; Professional development and early release days training.

Targeted Barriers to Achieving the Goal 3

- 1. Students reading below grade level upon entering the rising grade level 2. Students lack of readiness skills when students enter school and parental support 3. Student mobility rate 4. Teacher's ability to analyze data and provide differentiated instruction to effectively instruct all students 5. Ensuring that students extremely below grade level achieve at least a year's worth of growth as measured by the state assessment. 6. Behavior and students motivation 7.60% of faculty has less than 2 years experience 8. Tardiness and student attendance 9. Over age students 10. Adequate technology 11. Lack of rigorous instruction

- 1. Students reading below grade level upon entering the rising grade level.

- 2. Students who lack academic readiness skills to be successful, lack of parental academic support; access to books, computers, and other supplements to after-school learning at home.

Plan to Monitor Progress Toward G3. 8

Teachers will use I-Ready Reading progress monitoring and assessments, DAR assessments based on decision tree; Lexile growth on Achieve 3000; and increase in scores on Write to Learn.

Person Responsible
Lawanda Polydore

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

Evidence of Completion
Data from I-Ready Reading, DAR assessments, data from Achieve 3000 and Write to Learn.

G4. Increase the percentage of proficiency by 3% in grade 5, so that 60% of students will achieve a level 3 or above and 20% of students will achieve a level 4 and above on the 2015 Spring Science FCAT 2.0. `1a`

🔍 G037442

Targets Supported `1b`

Indicator	Annual Target
	60.0

Resources Available to Support the Goal `2`

- - Science Curriculum Guides with imbedded Performance Tasks & Monitoring Assessments (To help guide science instruction) - Quarterly Curriculum Guide Assessment (To help guide science instruction) - Gradual Release Model used within Five E's Science Lesson Planning within Teachers Common Planning Time Weekly (The GRM will help aid in planning direct, discovery, and inquiry based learning experiences with in the classroom. Also, collaboration with colleagues during common planning will help in the development of inquiry based science planning and data driven instruction throughout the school year.) - Science Gizmo - Explorer Learning Online (3-5 students will have access to virtual learning labs that can be completed at home or during school in class or in computer lab.) - Science Level Readers (Using science leveled readers will help increase comprehension skills and higher level thinking with informational text.) - Science Lab Resource Room/Facilitator (Students and teachers will participate in rigorous science investigations in the science lab at St. Clair and have access to science supplies in order to conduct rigorous hands on lab experiences weekly.) - Science Coach/Interventionist (Teachers can go to coach/interventionist to get resources and instructional strategies.) - Science Professional Learning Community (Teachers will be provided professional development to help increase in conceptual, direct, discovery and inquiry based instruction within their classroom as well as be able to collaborate between grade levels in order to share ideas and learning strategies throughout the school year.) - School Wide Science Fair (Teachers will teach the scientific process weekly with the completion of a class science fair project in grades K-5. Fourth grade students will complete group projects. Fifth grade students will complete pair projects.) - Team Up After-School Program (Science conceptual and inquiry based experiences may be provided within reading instruction of informational text.) - District Science Specialist- (school science coach and 5th grade science teacher will work with district science coach ones a week to improve instruction and create focus calendar and lessons for data benchmarks.)

Targeted Barriers to Achieving the Goal `3`

- Students entering the fifth grade lacking knowledge in the scientific processes. (Teachers in grades K-4 lacking knowledge in effectively teaching scientific process skills within science investigations/labs.)

- Teachers lack of training to effectively analyze and track their student data throughout the school year in order to provide differentiated instruction to move students in making gains on the upcoming 2015 FCAT.

- Teachers lack of instructional rigor that promotes high level thinking. (Teachers struggling with planning inquiry based instruction and developing higher level thinking questions within lessons. As well as, learning to implement the "Gradual Release Model" effectively within the "Five E's Instructional Model" to plan lessons that provide rigorous and meaningful learning experiences for students.

- Teaching across the curriculum by effectively implementing science within reading. (Teachers using interactive science leveled readers and informational/non-fiction science text within reading with fidelity during guided reading and small group instruction.

Plan to Monitor Progress Toward G4. `8`

1) Science Curriculum Guide Assessment Data
2) Performance Tasks
3) Teacher Data Notebooks
4) Teacher Lesson Plan Books
5) Students Interactive Journals

Person Responsible

Megan Schaudel

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

1) Final/End of Year CGA Science Data 2) Science FCAT 2015 Achievement Scores of 3 or above in Grade 5

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the number of students who are proficient on the Florida Standards Writing Assessment by 3%.
1

🔑 G037439

G1.B1 Many students experience difficulties mastering the process of writing. 2

🔑 B089961

G1.B1.S1 Teachers will provide a literate learning environment teaching needed writing skills and strategies, during the literacy block, with fidelity in all grade levels, conferencing with students, and providing students early interventions. Expect each child will learn to write. 4

🔑 S100695

Strategy Rationale

Action Step 1 5

1. Teachers will provide daily writing instruction during the literacy block and across content areas.
2. Deliver appropriate instruction that allow all students to practice higher level writing skills and strategies.
3. Tailor writing instruction to meet the needs of the students.
4. Students will utilize the Write to Learn and Achieve 3000 computer programs daily.
5. Teachers will intervene early to improve the writing skills.
6. Teachers will have access to Lucy Calkins' Units of Study Writing Curriculum.
7. Students will write daily across the content areas.
8. Teachers will receive training in Florida Standards Assessment Writing.
9. Students will write in response to their reading, both informational and literary.

Person Responsible

Taylor Polk

Schedule

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

Evidence of Completion

Lesson Plans. Student portfolios that shows growth overtime compared with their writing baseline and published pieces that are aligned with the Florida Standards Writing Rubrics. Data from Write to Learn ad Achieve 3000 programs. Focus walks by Administration.

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

During common planning time teachers, coaches, and administration will review student work to look at writing. Teachers will also meet vertically in a monthly Writing PLC to look at student work and discuss writing strategies. Administration will review lesson plans and check portfolios.

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Portfolios Interactive Journals Agendas Writing Journals Focus Walk Results 2015 Florida Standards Writing Assessment

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

Student portfolios will be monitored to look for evidence of conferencing and the editing process. Student journals will be reviewed, writing folders, as well as review of classroom support to scaffold the learning such as: word banks, use of word walls, dictionaries, planning sheets, and graphic organizers. This will be reviewed during focus walks.

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Published student writing.

G1.B1.S2 All teachers will provide a literate classroom environment where students' written work is prominently displayed, the room is packed with writing and reading materials, and word walls are utilized. `4`

Strategy Rationale

S100696

Action Step 1 `5`

Teachers will implement writing instruction in the curriculum guides, providing instruction in responding to text, informative writing, explanatory writing, narrative writing, and opinion writing.

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Lesson plans, focus walks, and writing portfolios.

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

Writing instruction will be discussed during weekly common planning with all grade levels. Periodic student work analysis will also be done during common planning.

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Lesson plans, focus walks.

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

Focus walks and observations to ensure adequate writing instruction and daily opportunities for writing are provided.

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Lesson plans, Writing portfolios, student work, and focus walk data.

G1.B1.S3 Using student-led conferencing, teachers will provide more explicit instruction in writing strategies with focus on student input to improve the editing and revision stage of writing. `4`

🔑 S102311

Strategy Rationale

Action Step 1 `5`

Teachers will utilize small-group instruction to provide tailored and explicit instruction in the revising and editing process of student writing with evidence of conferencing.

Person Responsible

Taylor Polk

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Writing portfolios, Writing journal, conferencing data, student work, focus walks.

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

Focus walks and observations along with analysis of student work.

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Data from focus walks and observations along with student writing portfolios.

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

Analysis of student work to the level of the Florida Writing Standards.

Person Responsible

Taylor Polk

Schedule

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

Evidence of Completion

Student work, writing portfolios, and Write to Learn data (for 5th grade).

G1.B2 Lack of explicit writing instruction that is grade level appropriate across all grade levels. 2

🔍 B089962

G1.B2.S1 Teachers will implement writing with fidelity across the content areas as well as incorporate writing performance task where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their responses. 4

🔍 S100697

Strategy Rationale

Action Step 1 5

Deliver appropriate quality writing instruction with support and scaffold instruction. Teachers will instruct using a predictable writing routine where students are encourage to think, reflect, and revise. Teachers will model the process of writing and integrate writing across the content areas.Training in the Florida Standards Writing Assessment Rubric.

Person Responsible

Taylor Polk

Schedule

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

Evidence of Completion

Lesson Plans Conference Notes Focus Walk Results CAST Observations Common Planning

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

Lesson Plans
Portfolios
District Writing Prompts

Person Responsible

Wanda Reese

Schedule

Quarterly, from 8/22/2014 to 6/5/2015

Evidence of Completion

Review of lesson plans Results of portfolios Data

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

Portfolios that show growth overtime and evidence of teacher conferencing that includes the editing process.
Differentiated lesson plans that show early interventions
A literate classroom that shows writing prominently displayed

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Published writing that meet the standards Increased scores on the district writing prompts Florida Standards Writing Assessment 2015

G2. Increase the percentage of proficiency on the 2015 Spring Math assessment by 3% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 3% at each grade level. 1

G037440

G2.B2 Prioritized Barriers to Goal 1 Lack of meaningful instruction aligned to standards and delivered through the gradual release model with the use of cognitive thinking strategies, and inquiry based learning. 2

B089965

G2.B2.S1 Strategy 1- Provide ongoing support for teachers through structured Professional Learning Communities, collaboration during common planning times, exposing and making professional resources available within school building and online, and implementing the coaching cycle for all teachers. 4

S100699

Strategy Rationale

45% of teachers are new to the education field. As a result we have to assume that there are some things novice teachers are going to struggle with. Such as creating and teaching effective lesson plans, reviewing data, finding resources, etc. Therefore, we must provide continued support during school hours, and after school hours (edmodo.com).

Action Step 1 5

Establish weekly common planning time to develop appropriate learning activities, and gather relevant resources . The expectation is that teachers will prepare in advance the "what" of the lesson plan.Academic coach will be responsible for guiding teachers in the process of preparing an effective lesson plan utilizing the gradual release lesson planning tool.

Person Responsible

Lawanda Polydore

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Sgn-in sheets, common planning minutes, lesson plan review, peer feedback, classroom observations

Action Step 2 `5`

Teachers will meet in grade level PLC's the first and third week of each month during their common planning time. Teachers will also meet vertically in a monthly math PLC to do the following: (1) use data to determine learning focus (2) analyze student work to determine student reasoning and understanding (3) explore research-based methods for teaching mathematics (4) study and apply divers modes of engaging students in problem solving and critical thinking

Person Responsible

Natalya Richie

Schedule

Monthly, from 9/10/2014 to 5/27/2015

Evidence of Completion

meeting agenda, sign in sheets, minutes, teacher feedback (survey)

Action Step 3 `5`

Create an online learning and sharing community via. www.edmodo.com. This online community will provide teachers with 24 hour access to the following: (1)professional resources (2) lesson plan samples (3) teaching ideas in critical K-5 areas (3) research based math instructional strategies (4) Professional development videos (various topics), etc.

Person Responsible

Natalya Richie

Schedule

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

Evidence of Completion

teacher postings to edmodo.com, teacher feedback,

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

Agenda, minutes, and sign in sheets will be collected and forwarded to principal, administration will be present to monitor best practices within PLC's , and common planning times, teacher feedback (surveys), follow-up on minutes

Person Responsible

Wanda Reese

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

agenda, sign in sheet,teacher feedback, meeting minutes, meeting minutes follow-ups

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

Teachers will be expected to include professional learning on IPDP, which will be reviewed with mentors, academic math coach, and administration. Academic math coach will conduct coaching cycles to ensure implementation of PD. Also, teacher will provide feedback relating to the effectiveness of provided support and PD via paper and online surveys.

Person Responsible

Natalya Richie

Schedule

Every 6 Weeks, from 9/8/2014 to 5/29/2015

Evidence of Completion

Observations,IPDP, mentor feedback

G2.B2.S2 Strategy 2 – Provide modeling within classrooms to promote effective teacher best practices, activity/lesson transitions, and student engagement strategies 4

Strategy Rationale

🔑 S100701

Modeling lessons provides an opportunity for teachers to watch and learn new strategies or instructional practices.

Action Step 1 5

Provide modeling within classrooms to promote effective accomplished educator practices, targeting continuous improvement in which teachers are reflecting constantly. Coaches and mentors will present demonstration lessons in the classroom. They will model how to use new materials or implement new techniques so that teachers are able to observe specific instructional skills or strategies being used with their students. This demonstration lesson will be preceded by a brief conference in which teachers are informed of the lesson design developed by the coach or mentor. It will then be followed by another brief conference in which the teacher will be asked to reflect on the lesson and plan ways to begin revising their own teaching.

Person Responsible

Natalya Richie

Schedule

Biweekly, from 8/25/2014 to 5/1/2015

Evidence of Completion

Change in teacher practices, goal completion, coach/mentor observations, teacher feedback

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

Schedules will be created to organize demonstration lessons. Mentors and academic coaches will schedule meeting times within 48 hours of demonstration lesson to debrief with teachers. The debrief should result in the following: collaborating to determine areas of improvements, set and modify teacher goals, discuss/decide on expectations that will be required of academic math coach and mentors

Person Responsible

Natalya Richie

Schedule

Biweekly, from 8/25/2014 to 5/1/2015

Evidence of Completion

Changes in teaching practices, teacher feedback, CAST observations, coaching/mentor observations

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

Coach's and mentors will establish a monitoring calendar to observe implementation of documented teacher goals, and next steps decided upon during feedback sessions.

Person Responsible

Natalya Richie

Schedule

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

Evidence of Completion

changes in teaching practice, teacher feedback, mentor feedback, observation documentation, sign-in sheets, feedback discussion forms

G2.B2.S3 Strategy 3- Establish a model classroom per grade level and schedule focused observations. `4`

🔑 S100702

Strategy Rationale

Action Step 1 `5`

Establish a model classroom per grade level and schedule observation.

Person Responsible

Wanda Reese

Schedule

Evidence of Completion

Data driven, focus observation, student data School-based Leadership and coaches

Action Step 2 `5`

Admin and math coach will facilitate the implementation of model classrooms to begin 9/3/2014 and establish a schedule rotation for novice and struggling teachers to observe differentiated instruction, teaching strategies, and effective use of math centers.

Person Responsible

Wanda Reese

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

observation forms, teacher feedback,feedback forms,

Action Step 3 `5`

Math coaches will support teachers by co-teaching, coaching, debriefing and assisting with materials and lesson plans

Person Responsible

Natalya Richie

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson planning, debriefing, focus calendars, focus observations, student data.

Action Step 4 `5`

CET certified teachers will mentor novice teachers, for the purpose of increasing capacity.

Person Responsible

Natalya Richie

Schedule

Daily, from 9/8/2014 to 5/26/2015

Evidence of Completion

Data chats with mentoring teacher and mentee, novice teacher progression outside of the coaching cycle

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Mini PLC's, debriefing with teachers, weekly observations for best practives, modeling and co-teaching, with use of focus observations of selected model classrooms

Person Responsible

Natalya Richie

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Observation of changes in practice, students engagement, data tracking , student work

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Daily observations, data chats with teachers of model classrooms

Person Responsible

Wanda Reese

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Change in practice, use of effective and highly effective best practices as outlines by CAST

G3. Increase the percentage of students proficiency (Level 3) or above on the 2015 Spring Florida Reading Standards Assessment by 3% or more at each grade level. 1

🔑 G037441

G3.B2 1. Students reading below grade level upon entering the rising grade level. 2

🔑 B089968

G3.B2.S1 All Literacy teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, They-Do, You-Do, Closure) with fidelity. 4

🔑 S100705

Strategy Rationale

Action Step 1 5

Teachers will participate in ongoing professional development (i.e. job-embedded coaching cycles with the 3-5 Literacy Specialist and/or school-based Literacy Coach and Reading Interventionist, peer-to-peer observation, common planning time) to understand how to implement the DCPS Instructional Framework Model with fidelity.

Person Responsible

Taylor Polk

Schedule

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

Evidence of Completion

Lesson plans, CAST observations, informal and formal observations, focus walks

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

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

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Lesson Plans, Agendas, Data Chats

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

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

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Lesson plans, focus walk data, and feedback forms

G3.B2.S2 Teacher will use the following assessments DAR, I-Ready Reading, and running records to form groups and will meet with at-risk students during teacher-led group during literacy rotations and RTI/MTSS. Students not reading on grade level will meet with teacher daily during guided reading and RTI/MTSS. 4

🔑 S100706

Strategy Rationale

Action Step 1 5

Kindergarten and first teachers will focus on the alphabetic principle in order to build the mechanics of reading and build fluency which leads to comprehension. Teacher will use Making Words curriculum to lead students through a systematic and sequential phonics curriculum to help them practice with the phonemic awareness, skills of segmenting and blending to make new words. Second Grade will also focus on phonics, phonemic awareness, vocabulary, fluency, and comprehension. K-2 will have the support of Barton Reading and Spelling System for those students who are identified for the program. Phonics for Reading will be used to provide intensive support in decoding with individual placement through direct instruction for grades 2-5. Teachers will use the Comprehension Toolkit to build comprehension strategies using the gradual release model. ARC books will be used for independent reading and progress monitoring with IRLA in grades K-2.

In the intermediate grades, effective instruction is needed to accelerate their reading growth of those students who are not on grade level. Teacher will scaffold instruction initially, start with easy reading materials, and gradually but systematically lead students to success with their grade-level materials. Below-level readers in the upper grades will practice mechanics of reading (phonics, structure) in isolation during RTI/MTSS and small groups using high interest books and Phonics for Reading for those most at-risk students. The Comprehension Toolkit will be used after school to build comprehension strategies using the gradual release model. Students will participate in novel students, and literacy groups. Students in grades 3-5 will also utilize Achieve 3000 and I-Ready to individualize reading practice. 5th grade students will use Write to Learn to support their learning and provide additional practice for writing in response to text on the computer.

Person Responsible

Taylor Polk

Schedule

On 6/5/2015

Evidence of Completion

Observations and lesson plans.

Action Step 2 5

Teachers will use I-Ready Reading online program to support students during literacy centers, RTI/MTSS, and extended learning hour. All students will use the program for 1-2 hours per week in order to be successful with the program.

Person Responsible

Taylor Polk

Schedule

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

Evidence of Completion

Progress monitoring of the program through online resources. Students reaching their goal.

Action Step 3 5

Strategic assessments and analysis of data to focus small group instruction.

Person Responsible

Taylor Polk

Schedule

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

Evidence of Completion

Data notebooks, lesson plans, RTi, student work.

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

Focus walks, monitoring of data using Performance Matters, data chats, RTI/MTSS lesson plans, and evidence of progress monitoring of reading a gradient of text through running records.

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Data notebooks, Performance Matters and lesson plans, Increase proficiency on the I-Ready, Achieve 3000, DAR, and running records

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

Observations, progress monitoring of CGAs, Achieve 3000, DAR, and I-Ready Reading.

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Data from CGAs, progress monitoring using Performance Matters, I-Ready Reading, Achieve 3000.

G3.B2.S3 Using authentic literature and informational text in all content areas. `4`

`🔍 S100707`

Strategy Rationale

Action Step 1 `5`

Teachers will plan effective reading instruction utilizing literature and information text. Students will be able to comprehend complex literary and informational texts independently and proficiently.

Teachers K-5 will use the close reading model to expose students to complex text and students will be expected to answer high level questions and find the evidence in a text. Teachers will receive Florida Standards for Reading training with an emphasis on reading complex text and writing in response to complex text.

Person Responsible

Taylor Polk

Schedule

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

Evidence of Completion

Common planning, lesson plans, observations.

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Teachers will plan close reading lessons and differentiated instruction. Observations, focus walks, and data chats.

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Students will progress through a gradient of text to become proficient readers. Increased proficiency on the DAR, I-Ready Reading, Achieve 3000, Write to Learn, CGAs, and Florida Standards Assessment.

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

Use of authentic fiction and nonfiction literature in all content areas and evidence of students reading closely though the use of graphic organizers, interactive reading journals, appropriate leveled text.

Person Responsible

Lawanda Polydore

Schedule

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

Evidence of Completion

Lesson plans; observations; progress monitoring of Achieve 3000, I-Ready Reading, and Write to Learn; CGAs; checks for understanding; and DAR.

G3.B3 2. Students who lack academic readiness skills to be successful, lack of parental academic support; access to books, computers, and other supplements to after-school learning at home. 2

🔧 B089969

G3.B3.S1 Teachers will utilize the Extended Hour to supplement and provide intensive and differentiated reading instruction for all students at the end of the school day. 4

🔧 S100708

Strategy Rationale

We will be providing additional opportunities for reading growth including small group explicit reading instruction and differentiated literacy centers.

Action Step 1 5

All teachers will provide differentiated reading instruction during the extended hour. Teachers will implement district-approved and researched-based reading programs such as: I-Ready Reading, Heggerty's Phonemic Awareness, Making Words, Barton Reading and Spelling System, Achieve 3000, Six-minute Solution, Comprehension Toolkit, Phonics for Reading, and Fontas & Pinnell Leveled Literacy.

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Walk Throughs, Lesson Plans; data from I-Ready, Write to Learn, and Achieve 3000

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Administration will complete focus walks to look for engagement and high quality teaching skills.

Person Responsible

Wanda Reese

Schedule

Monthly, from 8/15/2014 to 6/5/2015

Evidence of Completion

Evidence of CHAMPS to show consistent and reliable classroom procedures and routines; clear expectations using a Common Board Configuration, differentiated lessons plans that shows evidence of challenging high level complex activities, use of high level questions, and evidence of students having choice and high levels of discussions in the classroom.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 [7]

During teacher observations will look for student engagement, high quality teacher skills using the CAST rubric and observation form.

Person Responsible

Wanda Reese

Schedule

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

Evidence of Completion

Rating on Domain 3 of the CAST rubric and observations.

G4. Increase the percentage of proficiency by 3% in grade 5, so that 60% of students will achieve a level 3 or above and 20% of students will achieve a level 4 and above on the 2015 Spring Science FCAT 2.0. [1]

🔧 G037442

G4.B1 Students entering the fifth grade lacking knowledge in the scientific processes. (Teachers in grades K-4 lacking knowledge in effectively teaching scientific process skills within science investigations/labs.) [2]

🔧 B089970

G4.B1.S1 1. Consistent use of interactive science textbook and hands on analysis of laboratory experiences through science interactive journals to help students analyze and clear up misconceptions. [4]

🔧 S100709

Strategy Rationale

Consistent use of the scientific method during lab experience will reinforce the scientific process skills that students need to understand for FCAT 2.0 2014.

Action Step 1 [5]

Students are able to accurately read and analyze a data table and draw conclusions through performance tasks and progress monitoring assessments.

Person Responsible

Megan Schaudel

Schedule

Weekly, from 9/2/2014 to 12/3/2014

Evidence of Completion

1) Performance Tasks 2) Curriculum Guide Pre & Post Assessments 3) Science Fair

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

1) Science Curriculum Guide Assessment Data in Grades 3-5
2) Performance Tasks in Grades K-5
3) Teacher Lesson Plan Books in Grades K-5

Person Responsible

Megan Schaudel

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Final/End of Year CGA Science Data in Grades 3-4 FCAT 2.0 2015 Grade 5

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

1) Science Curriculum Guide Assessment Data in Grades 3-5
2) Performance Tasks in Grades K-5
3) Teacher Lesson Plan Books in Grades K-5

Person Responsible

Megan Schaudel

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Final/End of Year CGA Science Data in Grades 4-5 FCAT 2.0 2015 Grade 5

G4.B2 Teachers lack of training to effectively analyze and track their student data throughout the school year in order to provide differentiated instruction to move students in making gains on the upcoming 2015 FCAT. 2

🔍 B089971

G4.B2.S1 1. Training to effectively analyze and track student data will be provided during Professional Learning Communities (PLC's) for each subject area and during early release day professional development meetings throughout the school year. 4

🔍 S100711

Strategy Rationale

Meeting during PLCs and early release professional development days gives teachers the time to review student data and differentiate their lessons or see if they need to reteach a concept.

Action Step 1 5

1) Teachers effective use of their data notebooks to show individual student data analysis in grades 3-5.
2) Teachers effectively planning lessons that address students individual learning needs.
3) Increase student data scores on district curriculum guide assessments throughout the school year and higher achievement scores on the 2015 FCAT in grade 5.

Person Responsible

Megan Schaudel

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

1) Teacher Data Notebooks 2) Teacher Lesson Plan Books 3) PLC Meeting Minutes/Notes 4) Increases Scores on Curriculum Guide Assessments

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

1) Data Notebooks
2) Science CGA Data in Performance Matters

Person Responsible

Megan Schaudel

Schedule

Monthly, from 9/2/2014 to 5/22/2015

Evidence of Completion

1) Final/End of Year CGA Science Data 2) 2015 Science FCAT Higher Achievement Levels

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

1) Data Notebooks
2) Science CGA Data in Inform

Person Responsible

Megan Schaudel

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

1) Final/End of Year CGA Science Data 2) Science FCAT 2015 Higher Achievement Levels of 3 or above in Grade 5

G4.B3 Teachers lack of instructional rigor that promotes high level thinking. (Teachers struggling with planning inquiry based instruction and developing higher level thinking questions within lessons. As well as, learning to implement the "Gradual Release Model" effectively within the "Five E's Instructional Model" to plan lessons that provide rigorous and meaningful learning experiences for students. `2`

🔑 B089972

G4.B3.S1 1. Consistently use the Gradual Release Model effectively within 5E's instruction, through use of hands-on laboratory experiments that promote higher level thinking/questioning. Teachers will collaborate with colleagues during their common planning time weekly to expand their knowledge of content in science teaching as well as effectively plan rigorous science lessons that include, higher level questions and data analysis. `4`

🔑 S100713

Strategy Rationale

When students are given the opportunity to explore science in its natural world the content becomes real for the students and they have a better understanding on how the world works.

Action Step 1 `5`

1) Focus Walks Looking for Evidence of Science Investigations and GRM/5E Models.
2) Increase scores on Quarterly Curriculum Guide Assessments.
3) Effective use of Science Interactive Journals

Person Responsible

Megan Schaudel

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

1) Performance Tasks 2) Curriculum Guide Pre & Post Assessments 3) Students Interactive Journals

Plan to Monitor Fidelity of Implementation of G4.B3.S1 `6`

1) Science Curriculum Guide Assessment Data in Grades 3-5
2) Teacher Lesson Plan Books in Grades K-5

Person Responsible

Megan Schaudel

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

1) Final/End of Year CGA Science Data in Grades 3-5 2) Science FCAT 2015 Higher Achievement Levels of 3 or above in Grade 5

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

1) Science Curriculum Guide Assessment Data in Grades 3-5
2) Teacher Lesson Plan Books in Grades K-5
3) Student interactive journals

Person Responsible

Megan Schaudel

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

1) Final/End of Year CGA Science Data in Grades 3-5 2) Science FCAT 2015 Higher Achievement Levels of 3 or above in Grade 5

G4.B4 Teaching across the curriculum by effectively implementing science within reading. (Teachers using interactive science leveled readers and informational/non-fiction science text within reading with fidelity during guided reading and small group instruction. 2

🔍 B089973

G4.B4.S1 1. Teachers conducting small guided reading groups daily using the science leveled readers with fidelity each week to enhance student's familiarity and comprehension when reading informational/non-fiction text. 4

🔍 S100715

Strategy Rationale

Use of science level readers enhances the students reading ability to understand informational text, which will also increase their reading ability.

Action Step 1 5

1) Focus Walks Looking for Evidence Informational Text Guided Reading Groups and Instruction.
2) Increase scores on Informational Text Strand within Reading and Science Quarterly Curriculum Guide Assessments.
3) Effective use of Science & Reading Journals

Person Responsible

Megan Schaudel

Schedule

Every 6 Weeks, from 9/2/2014 to 5/29/2015

Evidence of Completion

1) Curriculum Guide Pre & Post Assessments within Reading and Science 2) Performance Tasks in Science and Text Complexity Assessments with Non-Fiction Test in Reading 3) Students data from Achieve 3000.

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

1) Science & Reading Curriculum Guide Assessments Data in Grades K-5
2) Teacher Lesson Plan Books in Grades K-5
3) Monitoring of students use on Achieve 3000.

Person Responsible

Megan Schaudel

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

1) Final/End of Year CGA Reading and Science Data in Grades K-5 2) AIR Reading assessment and Science FCAT 2015 Higher Achievement Levels of 3 or above in Grades 3-5

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 `7`

Science & Reading Curriculum Guide Assessments Data in Grades K-5

Person Responsible

Megan Schaudel

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

1) Science & Reading Curriculum Assessment Data in Grades K-5 2) 2015 Reading AIR assessment Grade 3-5 3) 2015 FCAT 2.0 Science Assessment with a level 3 or higher.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	1. Teachers will provide daily writing instruction during the literacy block and across content areas. 2. Deliver appropriate instruction that allow all students to practice higher level writing skills and strategies. 3. Tailor writing instruction to meet the needs of the students. 4. Students will utilize the Write to Learn and Achieve 3000 computer programs daily. 5. Teachers will intervene early to improve the writing skills. 6. Teachers will have access to Lucy Calkins' Units of Study Writing Curriculum. 7. Students will write daily across the content areas. 8. Teachers will receive training in Florida Standards Assessment Writing. 9. Students will write in response to their reading, both informational and literary.	Polk, Taylor	8/18/2014	Lesson Plans. Student portfolios that shows growth overtime compared with their writing baseline and published pieces that are aligned with the Florida Standards Writing Rubrics. Data from Write to Learn ad Achieve 3000 programs. Focus walks by Administration.	6/5/2015 weekly
G1.B1.S2.A1	Teachers will implement writing instruction in the curriculum guides, providing instruction in responding to text, informative writing, explanatory writing, narrative writing, and opinion writing.	Reese, Wanda	8/25/2014	Lesson plans, focus walks, and writing portfolios.	6/5/2015 monthly
G1.B2.S1.A1	Deliver appropriate quality writing instruction with support and scaffold instruction. Teachers will instruct using a predictable writing routine where students are encourage to think, reflect, and revise. Teachers will model the process of writing and integrate writing across the content areas.Training in the Florida Standards Writing Assessment Rubric.	Polk, Taylor	8/18/2014	Lesson Plans Conference Notes Focus Walk Results CAST Observations Common Planning	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.B2.S1.A1	Establish weekly common planning time to develop appropriate learning activities, and gather relevant resources . The expectation is that teachers will prepare in advance the "what" of the lesson plan.Academic coach will be responsible for guiding teachers in the process of preparing an effective lesson plan utilizing the gradual release lesson planning tool.	Polydore, Lawanda	8/25/2014	Sgn-in sheets, common planning minutes, lesson plan review, peer feedback, classroom observations	5/29/2015 weekly
G2.B2.S2.A1	Provide modeling within classrooms to promote effective accomplished educator practices, targeting continuous improvement in which teachers are reflecting constantly. Coaches and mentors will present demonstration lessons in the classroom. They will model how to use new materials or implement new techniques so that teachers are able to observe specific instructional skills or strategies being used with their students. This demonstration lesson will be preceded by a brief conference in which teachers are informed of the lesson design developed by the coach or mentor. It will then be followed by another brief conference in which the teacher will be asked to reflect on the lesson and plan ways to begin revising their own teaching.	Richie, Natalya	8/25/2014	Change in teacher practices, goal completion, coach/mentor observations, teacher feedback	5/1/2015 biweekly
G2.B2.S3.A1	Establish a model classroom per grade level and schedule observation.	Reese, Wanda	9/15/2014	Data driven, focus observation, student data School-based Leadership and coaches	one-time
G3.B2.S1.A1	Teachers will participate in ongoing professional development (i.e. job-embedded coaching cycles with the 3-5 Literacy Specialist and/or school-based Literacy Coach and Reading Interventionist, peer-to-peer observation, common planning time) to understand how to implement the DCPS Instructional Framework Model with fidelity.	Polk, Taylor	8/25/2014	Lesson plans, CAST observations, informal and formal observations, focus walks	6/5/2015 weekly
G3.B2.S2.A1	Kindergarten and first teachers will focus on the alphabetic principle in order to build the mechanics of reading and build fluency which leads to comprehension. Teacher will use Making Words curriculum to lead students through a systematic and sequential phonics curriculum to help them practice with the phonemic awareness, skills of segmenting and blending to make new words. Second Grade will also focus on phonics, phonemic awareness, vocabulary, fluency, and comprehension. K-2 will have the support of Barton Reading and Spelling System for those students who are identified for the program. Phonics for Reading will be used to provide intensive support in decoding with individual placement through direct instruction for grades 2-5. Teachers will use the Comprehension	Polk, Taylor	8/18/2014	Observations and lesson plans.	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Toolkit to build comprehension strategies using the gradual release model. ARC books will be used for independent reading and progress monitoring with IRLA in grades K-2. In the intermediate grades, effective instruction is needed to accelerate their reading growth of those students who are not on grade level. Teacher will scaffold instruction initially, start with easy reading materials, and gradually but systematically lead students to success with their grade-level materials. Below-level readers in the upper grades will practice mechanics of reading (phonics, structure) in isolation during RTI/MTSS and small groups using high interest books and Phonics for Reading for those most at-risk students. The Comprehension Toolkit will be used after school to build comprehension strategies using the gradual release model. Students will participate in novel students, and literacy groups. Students in grades 3-5 will also utilize Achieve 3000 and I-Ready to individualize reading practice. 5th grade students will use Write to Learn to support their learning and provide additional practice for writing in response to text on the computer.				
G3.B2.S3.A1	Teachers will plan effective reading instruction utilizing literature and information text. Students will be able to comprehend complex literary and informational texts independently and proficiently. Teachers K-5 will use the close reading model to expose students to complex text and students will be expected to answer high level questions and find the evidence in a text. Teachers will receive Florida Standards for Reading training with an emphasis on reading complex text and writing in response to complex text.	Polk, Taylor	8/25/2014	Common planning, lesson plans, observations.	6/5/2015 weekly
G3.B3.S1.A1	All teachers will provide differentiated reading instruction during the extended hour. Teachers will implement district-approved and researched-based reading programs such as: I-Ready Reading, Heggerty's Phonemic Awareness, Making Words, Barton Reading and Spelling System, Achieve 3000, Six-minute Solution, Comprehension Toolkit, Phonics for Reading, and Fontas & Pinnell Leveled Literacy.	Reese, Wanda	8/18/2014	Walk Throughs, Lesson Plans; data from I-Ready, Write to Learn, and Achieve 3000	6/5/2015 daily
G4.B1.S1.A1	Students are able to accurately read and analyze a data table and draw conclusions through performance tasks and progress monitoring assessments.	Schaudel, Megan	9/2/2014	1) Performance Tasks 2) Curriculum Guide Pre & Post Assessments 3) Science Fair	12/3/2014 weekly
G4.B2.S1.A1	1) Teachers effective use of their data notebooks to show individual student data analysis in grades 3-5. 2) Teachers effectively planning lessons that address students individual	Schaudel, Megan	9/2/2014	1) Teacher Data Notebooks 2) Teacher Lesson Plan Books 3) PLC Meeting Minutes/Notes 4) Increases Scores on Curriculum Guide Assessments	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	learning needs. 3) Increase student data scores on district curriculum guide assessments throughout the school year and higher achievement scores on the 2015 FCAT in grade 5.				
G4.B3.S1.A1	1) Focus Walks Looking for Evidence of Science Investigations and GRM/5E Models. 2) Increase scores on Quarterly Curriculum Guide Assessments. 3) Effective use of Science Interactive Journals	Schaudel, Megan	9/2/2014	1) Performance Tasks 2) Curriculum Guide Pre & Post Assessments 3) Students Interactive Journals	5/29/2015 monthly
G4.B4.S1.A1	1) Focus Walks Looking for Evidence Informational Text Guided Reading Groups and Instruction. 2) Increase scores on Informational Text Strand within Reading and Science Quarterly Curriculum Guide Assessments. 3) Effective use of Science & Reading Journals	Schaudel, Megan	9/2/2014	1) Curriculum Guide Pre & Post Assessments within Reading and Science 2) Performance Tasks in Science and Text Complexity Assessments with Non-Fiction Test in Reading 3) Students data from Achieve 3000.	5/29/2015 every-6-weeks
G1.B1.S3.A1	Teachers will utilize small-group instruction to provide tailored and explicit instruction in the revising and editing process of student writing with evidence of conferencing.	Polk, Taylor	9/8/2014	Writing portfolios, Writing journal, conferencing data, student work, focus walks.	6/5/2015 monthly
G2.B2.S1.A2	Teachers will meet in grade level PLC's the first and third week of each month during their common planning time. Teachers will also meet vertically in a monthly math PLC to do the following: (1) use data to determine learning focus (2) analyze student work to determine student reasoning and understanding (3) explore research-based methods for teaching mathematics (4) study and apply divers modes of engaging students in problem solving and critical thinking	Richie, Natalya	9/10/2014	meeting agenda, sign in sheets, minutes, teacher feedback (survey)	5/27/2015 monthly
G2.B2.S3.A2	Admin and math coach will facilitate the implementation of model classrooms to begin 9/3/2014 and establish a schedule rotation for novice and struggling teachers to observe differentiated instruction, teaching strategies, and effective use of math centers.	Reese, Wanda	9/15/2014	observation forms, teacher feedback,feedback forms,	5/29/2015 biweekly
G3.B2.S2.A2	Teachers will use I-Ready Reading online program to support students during literacy centers, RTI/MTSS, and extended learning hour. All students will use the program for 1-2 hours per week in order to be successful with the program.	Polk, Taylor	9/15/2014	Progress monitoring of the program through online resources. Students reaching their goal.	6/5/2015 monthly
G2.B2.S1.A3	Create an online learning and sharing community via. www.edmodo.com. This online community will provide teachers with 24 hour access to the following: (1)professional resources (2) lesson plan samples (3) teaching ideas in critical K-5 areas (3) research based math instructional strategies (4) Professional development videos (various topics), etc.	Richie, Natalya	9/1/2014	teacher postings to edmodo.com, teacher feedback,	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S3.A3	Math coaches will support teachers by co-teaching, coaching, debriefing and assisting with materials and lesson plans	Richie, Natalya	9/8/2014	Lesson planning, debriefing, focus calendars, focus observations, student data.	5/29/2015 weekly
G3.B2.S2.A3	Strategic assessments and analysis of data to focus small group instruction.	Polk, Taylor	8/25/2014	Data notebooks, lesson plans, RTi, student work.	6/5/2015 monthly
G2.B2.S3.A4	CET certified teachers will mentor novice teachers, for the purpose of increasing capacity.	Richie, Natalya	9/8/2014	Data chats with mentoring teacher and mentee, novice teacher progression outside of the coaching cycle	5/26/2015 daily
G1.MA1	Classroom lesson plans Focus walk results Students work Review of portfolios to show growth over time Data chats/data collection Common planning to look at student work	Reese, Wanda	9/5/2014	Curriculum Guide Assessments being utlized Writing Prompts Florida Standards Writing Assessment	6/5/2015 quarterly
G1.B1.S1.MA1	Student portfolios will be monitored to look for evidence of conferencing and the editing process. Student journals will be reviewed, writing folders, as well as review of classroom support to scaffold the learning such as: word banks, use of word walls, dictionaries, planning sheets, and graphic organizers. This will be reviewed during focus walks.	Reese, Wanda	9/5/2014	Published student writing.	6/5/2015 monthly
G1.B1.S1.MA1	During common planning time teachers, coaches, and administration will review student work to look at writing. Teachers will also meet vertically in a monthly Writing PLC to look at student work and discuss writing strategies. Administration will review lesson plans and check portfolios.	Reese, Wanda	9/3/2014	Portfolios Interactive Journals Agendas Writing Journals Focus Walk Results 2015 Florida Standards Writing Assessment	6/5/2015 monthly
G1.B2.S1.MA1	Portfolios that show growth overtime and evidence of teacher conferencing that includes the editing process. Differentiated lesson plans that show early interventions A literate classroom that shows writing prominently displayed	Reese, Wanda	9/5/2014	Published writing that meet the standards Increased scores on the district writing prompts Florida Standards Writing Assessment 2015	6/5/2015 quarterly
G1.B2.S1.MA1	Lesson Plans Portfolios District Writing Prompts	Reese, Wanda	8/22/2014	Review of lesson plans Results of portfolios Data	6/5/2015 quarterly
G1.B1.S2.MA1	Focus walks and observations to ensure adequate writing instruction and daily opportunities for writing are provided.	Reese, Wanda	8/25/2014	Lesson plans, Writing portfolios, student work, and focus walk data.	6/5/2015 monthly
G1.B1.S2.MA1	Writing instruction will be discussed during weekly common planning with all grade levels. Periodic student work analysis will also be done during common planning.	Reese, Wanda	8/25/2014	Lesson plans, focus walks.	6/5/2015 monthly
G1.B1.S3.MA1	Analysis of student work to the level of the Florida Writing Standards.	Polk, Taylor	9/15/2014	Student work, writing portfolios, and Write to Learn data (for 5th grade).	6/5/2015 monthly
G1.B1.S3.MA1	Focus walks and observations along with analysis of student work.	Reese, Wanda	8/25/2014	Data from focus walks and observations along with student writing portfolios.	6/5/2015 monthly
G2.MA1	This goal will be monitored for progress by using data from i-ready diagnostic test, performance task, interactive journal entries, topic and benchmark assessments, Curriculum Guide assessments, gizmo assessments,	Reese, Wanda	8/25/2014	data, student work, CAST observations, student feedback	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	teacher made assessments, and student work.				
G2.B2.S1.MA1	Teachers will be expected to include professional learning on IPDP, which will be reviewed with mentors, academic math coach, and administration. Academic math coach will conduct coaching cycles to ensure implementation of PD. Also, teacher will provide feedback relating to the effectiveness of provided support and PD via paper and online surveys.	Richie, Natalya	9/8/2014	Observations,IPDP, mentor feedback	5/29/2015 every-6-weeks
G2.B2.S1.MA1	Agenda, minutes, and sign in sheets will be collected and forwarded to principal, administration will be present to monitor best practices within PLC's , and common planning times, teacher feedback (surveys), follow-up on minutes	Reese, Wanda	9/8/2014	agenda, sign in sheet,teacher feedback, meeting minutes, meeting minutes follow-ups	5/29/2015 monthly
G2.B2.S2.MA1	Coach's and mentors will establish a monitoring calendar to observe implementation of documented teacher goals, and next steps decided upon during feedback sessions.	Richie, Natalya	9/1/2014	changes in teaching practice, teacher feedback, mentor feedback, observation documentation, sign-in sheets, feedback discussion forms	5/1/2015 monthly
G2.B2.S2.MA1	Schedules will be created to organize demonstration lessons. Mentors and academic coaches will schedule meeting times within 48 hours of demonstration lesson to debrief with teachers. The debrief should result in the following: collaborating to determine areas of improvements, set and modify teacher goals, discuss/decide on expectations that will be required of academic math coach and mentors	Richie, Natalya	8/25/2014	Changes in teaching practices, teacher feedback, CAST observations, coaching/mentor observations	5/1/2015 biweekly
G2.B2.S3.MA1	Daily observations, data chats with teachers of model classrooms	Reese, Wanda	8/18/2014	Change in practice, use of effective and highly effective best practices as outlines by CAST	5/29/2015 daily
G2.B2.S3.MA1	Mini PLC's, debriefing with teachers, weekly observations for best practives, modeling and co-teaching, with use of focus observations of selected model classrooms	Richie, Natalya	9/2/2014	Observation of changes in practice, students engagement, data tracking , student work	5/29/2015 weekly
G3.MA1	Teachers will use I-Ready Reading progress monitoring and assessments, DAR assessments based on decision tree; Lexile growth on Achieve 3000; and increase in scores on Write to Learn.	Polydore, Lawanda	8/18/2014	Data from I-Ready Reading, DAR assessments, data from Achieve 3000 and Write to Learn.	6/5/2015 monthly
G3.B2.S1.MA1	Lesson Plans (to include DCPS Instructional Framework Model), Classroom Walk-Throughs ,Formal/Informal Observations, Quarterly Data Chats, DCPS Coaching Cycle Feedback Forms	Reese, Wanda	8/25/2014	Lesson plans, focus walk data, and feedback forms	6/5/2015 monthly
G3.B2.S1.MA1	Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school-based Literacy Coach and administration. The Literacy Coach will provide support through the DCPS Coaching Cycle on the implementation of the Instructional	Reese, Wanda	8/25/2014	Lesson Plans, Agendas, Data Chats	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
	Framework Model as needed. Administration will review teachers' lesson plans each week to check for the implementation of the DCPS Instructional Framework Model as well as conduct classroom walk-throughs and formal/informal observations. The assigned District Literacy Specialist will provide support as needed.				
G3.B3.S1.MA1	During teacher observations will look for student engagement, high quality teacher skills using the CAST rubric and observation form.	Reese, Wanda	8/18/2014	Rating on Domain 3 of the CAST rubric and observations.	6/5/2015 quarterly
G3.B3.S1.MA1	Administration will complete focus walks to look for engagement and high quality teaching skills.	Reese, Wanda	8/15/2014	Evidence of CHAMPS to show consistent and reliable classroom procedures and routines; clear expectations using a Common Board Configuration, differentiated lessons plans that shows evidence of challenging high level complex activities, use of high level questions, and evidence of students having choice and high levels of discussions in the classroom.	6/5/2015 monthly
G3.B2.S2.MA1	Observations, progress monitoring of CGAs, Achieve 3000, DAR, and I-Ready Reading.	Reese, Wanda	8/25/2014	Data from CGAs, progress monitoring using Performance Matters, I-Ready Reading, Achieve 3000.	6/5/2015 monthly
G3.B2.S2.MA1	Focus walks, monitoring of data using Performance Matters, data chats, RTI/MTSS lesson plans, and evidence of progress monitoring of reading a gradient of text through running records.	Reese, Wanda	8/25/2014	Data notebooks, Performance Matters and lesson plans, Increase proficiency on the I-Ready, Achieve 3000, DAR, and running records	6/5/2015 monthly
G3.B2.S3.MA1	Use of authentic fiction and nonfiction literature in all content areas and evidence of students reading closely though the use of graphic organizers, interactive reading journals, appropriate leveled text.	Polydore, Lawanda	8/18/2014	Lesson plans; observations; progress monitoring of Achieve 3000, I-Ready Reading, and Write to Learn; CGAs; checks for understanding; and DAR.	6/5/2015 monthly
G3.B2.S3.MA1	Teachers will plan close reading lessons and differentiated instruction. Observations, focus walks, and data chats.	Reese, Wanda	8/25/2014	Students will progress through a gradient of text to become proficient readers. Increased proficiency on the DAR, I-Ready Reading, Achieve 3000, Write to Learn, CGAs, and Florida Standards Assessment.	6/5/2015 monthly
G4.MA1	1) Science Curriculum Guide Assessment Data 2) Performance Tasks 3) Teacher Data Notebooks 4) Teacher Lesson Plan Books 5) Students Interactive Journals	Schaudel, Megan	9/2/2014	1) Final/End of Year CGA Science Data 2) Science FCAT 2015 Achievement Scores of 3 or above in Grade 5	5/29/2015 weekly
G4.B1.S1.MA1	1) Science Curriculum Guide Assessment Data in Grades 3-5 2) Performance Tasks in Grades K-5 3) Teacher Lesson Plan Books in Grades K-5	Schaudel, Megan	9/2/2014	Final/End of Year CGA Science Data in Grades 4-5 FCAT 2.0 2015 Grade 5	5/29/2015 weekly
G4.B1.S1.MA1	1) Science Curriculum Guide Assessment Data in Grades 3-5 2) Performance Tasks in Grades K-5 3) Teacher Lesson Plan Books in Grades K-5	Schaudel, Megan	9/2/2014	Final/End of Year CGA Science Data in Grades 3-4 FCAT 2.0 2015 Grade 5	5/29/2015 weekly
G4.B2.S1.MA1	1) Data Notebooks 2) Science CGA Data in Inform	Schaudel, Megan	9/2/2014	1) Final/End of Year CGA Science Data 2) Science FCAT 2015 Higher	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Achievement Levels of 3 or above in Grade 5	
G4.B2.S1.MA1	1) Data Notebooks 2) Science CGA Data in Performance Matters	Schaudel, Megan	9/2/2014	1) Final/End of Year CGA Science Data 2) 2015 Science FCAT Higher Achievement Levels	5/22/2015 monthly
G4.B3.S1.MA1	1) Science Curriculum Guide Assessment Data in Grades 3-5 2) Teacher Lesson Plan Books in Grades K-5 3) Student interactive journals	Schaudel, Megan	9/2/2014	1) Final/End of Year CGA Science Data in Grades 3-5 2) Science FCAT 2015 Higher Achievement Levels of 3 or above in Grade 5	5/29/2015 monthly
G4.B3.S1.MA1	1) Science Curriculum Guide Assessment Data in Grades 3-5 2) Teacher Lesson Plan Books in Grades K-5	Schaudel, Megan	9/2/2014	1) Final/End of Year CGA Science Data in Grades 3-5 2) Science FCAT 2015 Higher Achievement Levels of 3 or above in Grade 5	5/29/2015 monthly
G4.B4.S1.MA1	Science & Reading Curriculum Guide Assessments Data in Grades K-5	Schaudel, Megan	9/2/2014	1) Science & Reading Curriculum Assessment Data in Grades K-5 2) 2015 Reading AIR assessment Grade 3-5 3) 2015 FCAT 2.0 Science Assessment with a level 3 or higher.	5/29/2015 quarterly
G4.B4.S1.MA1	1) Science & Reading Curriculum Guide Assessments Data in Grades K-5 2) Teacher Lesson Plan Books in Grades K-5 3) Monitoring of students use on Achieve 3000.	Schaudel, Megan	9/2/2014	1) Final/End of Year CGA Reading and Science Data in Grades K-5 2) AIR Reading assessment and Science FCAT 2015 Higher Achievement Levels of 3 or above in Grades 3-5	5/29/2015 monthly

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. Increase the number of students who are proficient on the Florida Standards Writing Assessment by 3%.

G1.B1 Many students experience difficulties mastering the process of writing.

G1.B1.S1 Teachers will provide a literate learning environment teaching needed writing skills and strategies, during the literacy block, with fidelity in all grade levels, conferencing with students, and providing students early interventions. Expect each child will learn to write.

PD Opportunity 1

1. Teachers will provide daily writing instruction during the literacy block and across content areas. 2. Deliver appropriate instruction that allow all students to practice higher level writing skills and strategies. 3. Tailor writing instruction to meet the needs of the students. 4. Students will utilize the Write to Learn and Achieve 3000 computer programs daily. 5. Teachers will intervene early to improve the writing skills. 6. Teachers will have access to Lucy Calkins' Units of Study Writing Curriculum. 7. Students will write daily across the content areas. 8. Teachers will receive training in Florida Standards Assessment Writing. 9. Students will write in response to their reading, both informational and literary.

Facilitator

Reading Coach Administration District Specialists Luck Calkins

Participants

K-5 Teachers

Schedule

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

G1.B1.S3 Using student-led conferencing, teachers will provide more explicit instruction in writing strategies with focus on student input to improve the editing and revision stage of writing.

PD Opportunity 1

Teachers will utilize small-group instruction to provide tailored and explicit instruction in the revising and editing process of student writing with evidence of conferencing.

Facilitator

Taylor Polk

Participants

K-5 Teachers

Schedule

Monthly, from 9/8/2014 to 6/5/2015

G1.B2 Lack of explicit writing instruction that is grade level appropriate across all grade levels.

G1.B2.S1 Teachers will implement writing with fidelity across the content areas as well as incorporate writing performance task where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their responses.

PD Opportunity 1

Deliver appropriate quality writing instruction with support and scaffold instruction. Teachers will instruct using a predictable writing routine where students are encourage to think, reflect, and revise. Teachers will model the process of writing and integrate writing across the content areas.Training in the Florida Standards Writing Assessment Rubric.

Facilitator

Reading Coach District Specialists

Participants

K-5 Grade Teaschers

Schedule

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

G2. Increase the percentage of proficiency on the 2015 Spring Math assessment by 3% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 3% at each grade level.

G2.B2 Prioritized Barriers to Goal 1 Lack of meaningful instruction aligned to standards and delivered through the gradual release model with the use of cognitive thinking strategies, and inquiry based learning.

G2.B2.S1 Strategy 1- Provide ongoing support for teachers through structured Professional Learning Communities, collaboration during common planning times, exposing and making professional resources available within school building and online, and implementing the coaching cycle for all teachers.

PD Opportunity 1

Establish weekly common planning time to develop appropriate learning activities, and gather relevant resources . The expectation is that teachers will prepare in advance the "what" of the lesson plan.Academic coach will be responsible for guiding teachers in the process of preparing an effective lesson plan utilizing the gradual release lesson planning tool.

Facilitator

Math Coach, Admin

Participants

K-5 Teachers, admin, academic math coach

Schedule

Weekly, from 8/25/2014 to 5/29/2015

PD Opportunity 2

Teachers will meet in grade level PLC's the first and third week of each month during their common planning time. Teachers will also meet vertically in a monthly math PLC to do the following: (1) use data to determine learning focus (2) analyze student work to determine student reasoning and understanding (3) explore research-based methods for teaching mathematics (4) study and apply divers modes of engaging students in problem solving and critical thinking

Facilitator

Administration, Math Coach, District math specialist, teachers

Participants

K-5 Grade Teachers, administration, academic math coach

Schedule

Monthly, from 9/10/2014 to 5/27/2015

PD Opportunity 3

Create an online learning and sharing community via. www.edmodo.com. This online community will provide teachers with 24 hour access to the following: (1)professional resources (2) lesson plan samples (3) teaching ideas in critical K-5 areas (3) research based math instructional strategies (4) Professional development videos (various topics), etc.

Facilitator

Math Coach

Participants

K-5 Teachers

Schedule

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

G2.B2.S2 Strategy 2 – Provide modeling within classrooms to promote effective teacher best practices, activity/lesson transitions, and student engagement strategies

PD Opportunity 1

Provide modeling within classrooms to promote effective accomplished educator practices, targeting continuous improvement in which teachers are reflecting constantly. Coaches and mentors will present demonstration lessons in the classroom. They will model how to use new materials or implement new techniques so that teachers are able to observe specific instructional skills or strategies being used with their students. This demonstration lesson will be preceded by a brief conference in which teachers are informed of the lesson design developed by the coach or mentor. It will then be followed by another brief conference in which the teacher will be asked to reflect on the lesson and plan ways to begin revising their own teaching.

Facilitator

Math Coach, District Coach, and school administration

Participants

K-5 Teachers, administration, mentors, academic coaches

Schedule

Biweekly, from 8/25/2014 to 5/1/2015

G3. Increase the percentage of students proficiency (Level 3) or above on the 2015 Spring Florida Reading Standards Assessment by 3% or more at each grade level.

G3.B2 1. Students reading below grade level upon entering the rising grade level.

G3.B2.S1 All Literacy teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, They-Do, You-Do, Closure) with fidelity.

PD Opportunity 1

Teachers will participate in ongoing professional development (i.e. job-embedded coaching cycles with the 3-5 Literacy Specialist and/or school-based Literacy Coach and Reading Interventionist, peer-to-peer observation, common planning time) to understand how to implement the DCPS Instructional Framework Model with fidelity.

Facilitator

Reading Coach

Participants

K-5 Teachers

Schedule

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

G3.B2.S2 Teacher will use the following assessments DAR, I-Ready Reading, and running records to form groups and will meet with at-risk students during teacher-led group during literacy rotations and RTI/MTSS. Students not reading on grade level will meet with teacher daily during guided reading and RTI/MTSS.

PD Opportunity 1

Kindergarten and first teachers will focus on the alphabetic principle in order to build the mechanics of reading and build fluency which leads to comprehension. Teacher will use Making Words curriculum to lead students through a systematic and sequential phonics curriculum to help them practice with the phonemic awareness, skills of segmenting and blending to make new words. Second Grade will also focus on phonics, phonemic awareness, vocabulary, fluency, and comprehension. K-2 will have the support of Barton Reading and Spelling System for those students who are identified for the program. Phonics for Reading will be used to provide intensive support in decoding with individual placement through direct instruction for grades 2-5. Teachers will use the Comprehension Toolkit to build comprehension strategies using the gradual release model. ARC books will be used for independent reading and progress monitoring with IRLA in grades K-2. In the intermediate grades, effective instruction is needed to accelerate their reading growth of those students who are not on grade level. Teacher will scaffold instruction initially, start with easy reading materials, and gradually but systematically lead students to success with their grade-level materials. Below-level readers in the upper grades will practice mechanics of reading (phonics, structure) in isolation during RTI/MTSS and small groups using high interest books and Phonics for Reading for those most at-risk students. The Comprehension Toolkit will be used after school to build comprehension strategies using the gradual release model. Students will participate in novel students, and literacy groups. Students in grades 3-5 will also utilize Achieve 3000 and I-Ready to individualize reading practice. 5th grade students will use Write to Learn to support their learning and provide additional practice for writing in response to text on the computer.

Facilitator

Reading coach and specialists.

Participants

Teachers.

Schedule

On 6/5/2015

PD Opportunity 2

Teachers will use I-Ready Reading online program to support students during literacy centers, RTI/MTSS, and extended learning hour. All students will use the program for 1-2 hours per week in order to be successful with the program.

Facilitator

I-Ready representative will train teachers on the new version and provide report reading and analysis support.

Participants

K-5 teachers

Schedule

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

PD Opportunity 3

Strategic assessments and analysis of data to focus small group instruction.

Facilitator

Coaches, specialists, and administrators.

Participants

Teachers and coaches.

Schedule

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

G3.B2.S3 Using authentic literature and informational text in all content areas.

PD Opportunity 1

Teachers will plan effective reading instruction utilizing literature and information text. Students will be able to comprehend complex literary and informational texts independently and proficiently. Teachers K-5 will use the close reading model to expose students to complex text and students will be expected to answer high level questions and find the evidence in a text. Teachers will receive Florida Standards for Reading training with an emphasis on reading complex text and writing in response to complex text.

Facilitator

Reading coach, district specialist, and admistration

Participants

K-5 teachers

Schedule

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

G3.B3 2. Students who lack academic readiness skills to be successful, lack of parental academic support; access to books, computers, and other supplements to after-school learning at home.

G3.B3.S1 Teachers will utilize the Extended Hour to supplement and provide intensive and differentiated reading instruction for all students at the end of the school day.

PD Opportunity 1

All teachers will provide differentiated reading instruction during the extended hour. Teachers will implement district-approved and researched-based reading programs such as: I-Ready Reading, Heggerty's Phonemic Awareness, Making Words, Barton Reading and Spelling System, Achieve 3000, Six-minute Solution, Comprehension Toolkit, Phonics for Reading, and Fontas & Pinnell Leveled Literacy.

Facilitator

Adminstration

Participants

All staff memebers

Schedule

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

G4. Increase the percentage of proficiency by 3% in grade 5, so that 60% of students will achieve a level 3 or above and 20% of students will achieve a level 4 and above on the 2015 Spring Science FCAT 2.0.

G4.B1 Students entering the fifth grade lacking knowledge in the scientific processes. (Teachers in grades K-4 lacking knowledge in effectively teaching scientific process skills within science investigations/labs.)

G4.B1.S1 1. Consistent use of interactive science textbook and hands on analysis of laboratory experiences through science interactive journals to help students analyze and clear up misconceptions.

PD Opportunity 1

Students are able to accurately read and analyze a data table and draw conclusions through performance tasks and progress monitoring assessments.

Facilitator

District Science Coach School Science Coach

Participants

K-5 Teachers

Schedule

Weekly, from 9/2/2014 to 12/3/2014

G4.B2 Teachers lack of training to effectively analyze and track their student data throughout the school year in order to provide differentiated instruction to move students in making gains on the upcoming 2015 FCAT.

G4.B2.S1 1. Training to effectively analyze and track student data will be provided during Professional Learning Communities (PLC's) for each subject area and during early release day professional development meetings throughout the school year.

PD Opportunity 1

1) Teachers effective use of their data notebooks to show individual student data analysis in grades 3-5. 2) Teachers effectively planning lessons that address students individual learning needs. 3) Increase student data scores on district curriculum guide assessments throughout the school year and higher achievement scores on the 2015 FCAT in grade 5.

Facilitator

Administration & PLC Leads

Participants

Classroom Teachers

Schedule

Weekly, from 9/2/2014 to 5/29/2015

G4.B4 Teaching across the curriculum by effectively implementing science within reading. (Teachers using interactive science leveled readers and informational/non-fiction science text within reading with fidelity during guided reading and small group instruction.

G4.B4.S1 1. Teachers conducting small guided reading groups daily using the science leveled readers with fidelity each week to enhance student's familiarity and comprehension when reading informational/non-fiction text.

PD Opportunity 1

1) Focus Walks Looking for Evidence Informational Text Guided Reading Groups and Instruction. 2) Increase scores on Informational Text Strand within Reading and Science Quarterly Curriculum Guide Assessments. 3) Effective use of Science & Reading Journals

Facilitator

Administration, School Reading and Science Coach

Participants

K-5 teachers

Schedule

Every 6 Weeks, from 9/2/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Increase the number of students who are proficient on the Florida Standards Writing Assessment by 3%.	0
Grand Total	**0**

Goal 1: Increase the number of students who are proficient on the Florida Standards Writing Assessment by 3%.		
Description	**Source**	**Total**
B1.S1.A1		0
Total Goal 1		**0**