

Chaffee Trail Elementary



2014-15 School Improvement Plan

Chaffee Trail Elementary

11400 SAM CARUSO WAY, Jacksonville, FL 32221

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

54%

Alternative/ESE Center

No

Charter School

No

Minority

52%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

B

A

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

Chaffee Trail Elementary will engage all students in meaningful work; empower them to become responsible for their own learning, so that they excel as productive citizens.

Provide the school's vision statement

Chaffee Trail Elementary will provide the basis for all students to become life long learners and well rounded citizens.

School Environment

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

Chaffee Trail learns about their students through teacher/student conferencing and interaction on a daily basis. Chaffee Trail provides opportunities for students from different cultural backgrounds in better to understand differences such as "Mixed-Up Lunch" where students from the Supported Level Academics classrooms spend part of the day in the general education classrooms, including lunch. Teachers build relationships with students by sponsoring various afterschool clubs (Walk/Run Club, GRRR Club - Reuse, Recycle, Early Act - Rotary of West Jacksonville). We also build relationships with our students and community through extracurricular activities(Fall Festival, Polar Express Night, Literacy Night, Science Night, poss-ABILITIES Night - ESE Parent/Teacher informational/take away event).

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

Chaffee Trail has protocols and procedures in place to create a safe environment. Safety teams have been created to provide guidance and support in the case of an emergency. Frequently practiced drills (fire, weather, evacuation) throughout the school year and ongoing assessment of common areas.

Rituals and routines have been established by each teacher. The assistant principal has reviewed school safety and the Code of Student Conduct with staff and students. Faculty and staff are vigilant in keeping ears and eyes open for possible warning signs throughout the school day. Front office staff is aware and enforce policy and procedure with visitors.

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

It is imperative that teachers maintain discipline in their classroom. Every teacher must contribute to the overall school atmosphere by taking action in situations that require disciplinary measures. Level I and some Level II offenses should be handled at the classroom level. Rituals and routines must be established and implemented in and out of the classroom. Keep in mind that classroom management begins the first day of school. Being proactive is more effective than being reactive. It has been proven that classroom management and professionalism reflect directly on students' approach to school and their ultimate success. Each teacher is responsible for becoming familiar with the Code of

Conduct. It is the responsibility of the teacher to be aware of changes to the Code of Conduct.

Positive Recognitions

Guidelines for Success: Welcoming

Accountable individuals

Notably dedicated

To Empower

Engage and Excel

Daily

Positive Praise: Students receive positive statements from staff members for making wise choices and choosing to follow school/classroom rules.

Positive Calls and Notes Home: From time to time, staff members write, call or e-mail parents a good deed or significant improvement.

Hallway Points: Classrooms will be rewarded for having the most points by sitting and reading quietly in the hallway during morning arrival.

Cafeteria Points: Classrooms will be rewarded for having the most points by showing exemplary behavior while in the cafeteria.

Positive Referrals: Students may earn a Positive Referral for following directions or showing an act of kindness by any faculty or staff in the building. He/she will then be recognized on the morning announcements.

Student of the Month: Students are recognized by their teacher for displaying the character trait of the month. The student is recognized on the morning announcements along with a picture in the main office.

Classroom Recognition: Teachers reward class on how many compliments they receive from staff other than the teacher. Once the class has reached the goal, teacher provides a group reward to the students.

Bus Reward: The bus with the highest number of thumbs up (positive behavior and following bus rules) given by the bus driver receives a sweet treat at the end of the week.

Poor Choice Consequences

There is a three-step procedure classroom teachers will use when dealing with the discipline of their students:

1. With a student's first significantly inappropriate behavior, the classroom teacher will hold the student accountable for their choice and help them to develop a plan to improve their behavior. No documentation required but parents should be informed (agenda, phone call) and may warrant a consequence, if deemed appropriate by the teacher.
2. With the student's second significantly inappropriate behavior, the classroom teacher will follow the procedures outlined above, but will fill out a Classroom Behavior Form. These behaviors will normally invoke a consequence. A copy will be sent home with the child and a copy will be provided to administration. Contact the student's parents about the incident. This must be documented on the parent contact log.
3. With the student's third significantly inappropriate behavior, the classroom teacher will send the student to administration with the appropriate referral form. The teacher is responsible for contacting the parent and documenting the conversation. Administration will also contact the parents after the classroom teachers make the initial contact.

When inappropriate behavior takes place outside of the classroom and is dealt with by another staff member, the classroom teacher needs to be notified. However, the staff member who observed the misbehavior is responsible for filling out the disciplinary form.

Students are not to be sent to the office for disciplinary reasons until after these procedures have been followed. The only exceptions are for violent or extremely unsafe behavior. In these cases, students should be sent directly to administration with a major referral.

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

Chaffee Trail has an ESE Lead and 3 Varying Exceptionalities teachers to assist with students who have been identified with having social-emotional needs. The school's Guidance Counselor provides assistance and support with students who may not be identified but are in need of counseling services.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Chaffee Trail utilizes the parent link call out system, OnCourse email system, and student agenda's to provide a two way communication for all stakeholders. This allows parents to be active in their students academic day. We host parent events on a monthly basis inviting parents and community in to our school to empower them in their child's journey. Our PTA is present for all informational night providing an additional source of support for our stakeholders. It is our hope that we can increase the percentage of parental involvement in the school from 15% to 17%.

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

Communicating with local businesses through phone calls, face to face visits, or written requests. Inviting business owners and other community members to special events throughout the school year.

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
Doyle, Casie	Principal
Wright, Marquita	Assistant Principal
Sherman, Katherine	Guidance Counselor
Davis, Kathleen	Instructional Coach
Slawson, Shauna	Other

Duties

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

Principal: Review school wide student performance data through monthly meetings, monitor implementation of three tired interventions and student data, identify further professional needs,
Assistant Principals: Review school wide student performance data through monthly meetings, monitor implementation of three tired interventions and student data, identify further professional needs,

School Counselor: provide presentations to school faculty on MTSS process, attend district trainings, monitor implementation of three tired interventions and student data,

Standards Coach: grade level meetings with data chats and monitor implementation of three tired interventions and student data, identify further professional needs

ESE Lead: monitor implementation of three tired interventions and student data, identify further professional needs,

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

The Leadership uses various forms of diagnostic data to provide the best learning environment in which to support the needs for each student. Conducting monthly data chats with classroom and support teachers to ensure student achievement.

The Leadership team met with SAC to discuss the school's mission and vision with the focus on the four pillars which are engagement, rigor, ownership, and demonstrating understanding. In turn, SAC informed the Leadership Team what they would like to achieve in terms of the school improvement for 2014-2015.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Eric Sherman	Business/Community
Casie Doyle	Principal
Dan Ziparo	Business/Community
Marquita Wright	Education Support Employee
Katherine Sherman	Teacher
Fonte Meade	Parent
Kristi Oca	Parent
Angelette Walker	Parent
Debby Little	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 school improvement goals were reviewed during each SAC meeting. SAC continuously provided feedback on ways that school could ensure the success of every student. The SAC committee advised the principal on various school/surrounding neighborhood improvement needs throughout the year thus creating a Resource Map for new parents.

Development of this school improvement plan

SAC will participate in the development of educational priorities, assessment of the school's needs and identification of local resources. SAC will continue to be kept abreast of student data at each monthly meeting and provide input and direction when and where applicable. SAC also assists in the preparation and evaluation of the School Improvement Plan, the school budget and the Mid Year Stakeholder's assessment.

Preparation of the school's annual budget and plan

District allocated budget was based on student enrollment (spring count). There were no decisions to be made.

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

N/A

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

N/A

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Davis, Kathleen	Instructional Coach
Doyle, Casie	Principal
Wright, Marquita	Assistant Principal
Sherman, Katherine	Guidance Counselor
Slawson, Shauna	Other

Duties

Describe how the LLT promotes literacy within the school

Our major initiative will be to have 78% of our students in 3rd-5th grade achieve mastery on the 2015 Reading FSA.

. We will also focus our efforts on identifying and monitoring the bottom 25% of readers in order to increase achievement. We will do this through the following strategies:

- Increase practice with Informational Text
- Plan professional development focused on the District's Instructional Goals: Text Complexity, Text Dependent Questions, and Close Reading
- Refinement of the Gradual Release Model of instruction
- Analysis of student work
- Lesson Studies

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

Teachers engage in weekly collaborative planning. In addition, quarterly professional development will be provided for the first half of the year. Lateral discussions amongst grade levels will also be occurring. During this time, teachers will discuss the expectations for independent reading and will create a rubric for each grade level.

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

Provide mentors for all new faculty. Monthly "new teacher" meetings are held and teachers are provided a questions and answer time with the Professional Development Facilitators. Provide additional professional development time for new teachers to observe and collaborate with their mentor teacher. Principal initiates quarterly check-in conversations with new teachers. Leadership team supplies feed back for teachers using Focus Walk Instruments and CAST.

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

All new teachers are assigned a mentor who they meet with on a weekly basis. New teachers meet together monthly with the Professional Development Facilitator to discuss upcoming initiatives or any problems they may have. Grade level teachers utilize common planning time for instructional planning and quarterly Professional Development with the Instructional Coach.

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

Through the use of the District Curriculum Guide our teachers' core instructional programs and materials are aligned to Florida's standards. In addition, our teachers are cross checking lesson plans, quick checks, and assessments they create with the item specs. Teachers are working closely with the Instructional Coach to ensure the highest level of rigor is met for each child.

District specialist are working in conjunction with our Instructional Coach to promote best practices and alignment with Florida 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

Curriculum Guide Assessments, I-Ready Diagnostics, and weekly I-Ready data, Achieve 3000 and teacher created quizzes and assessments are monitored throughout the year to drive instruction, create differentiated groups and assignments, assist with center group developments, and Rtl. For example, center groups are created based on students individual needs. The centers will support both struggling and high achieving students. During centers, teachers will meet with Rtl groups. The expectation for the school is that differentiation will be embedded into every teacher's lesson plans. This differentiation is a reflection of student data.

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

Strategy: Extended School Day

Minutes added to school year: 40

Students enrolled in Extended Day will be afforded tutoring in reading, math and science. They will utilize technology programs including Study Island, I-Ready, and Achieve 3000.

Strategy Rationale

The programs are the current computer-based programs used in the district.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sherman, Katherine, shermank@duvalschools.org

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

Teachers can print reports from the online programs that will show how students are progressing towards their individual goal.

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

Collaborate with neighborhood pre-k centers to organize field trips to visit the school prior to the enrolling kindergarten year. The staff, pre-k students, and parents are given a tour of the school where they can see kindergarten classrooms, common areas, and ask questions regarding the upcoming school year.

Pre-k/Kindergarten Orientation at the school prior to the opening of the school where incoming Kindergarten students and their parent can meet with the teacher and see their classroom.

Provide FLKRS assessment and Reading and Math I-Ready analysis for parents.

PTA provides support for parents new to Duval County School system. Providing additional information on Common Core and strategies aiding Kindergarten parents.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase students Reading proficiency by 2% (60% in 2014 to 62% in 2015).
- G2.** Increase students math proficiency by 2% (from 62% in 2014 to 64% in 2015).
- G3.** Increase students writing proficiency by 2% (from 53% in 2014 to 55% in 2015).
- G4.** Increase students science proficiency by 2% (from 53% in 2014 to 55% in 2015).
- G5.** The percentage of students scoring at Level 4 or higher on the Reading FAA will increase from 58% to 60% in 2015.
- G6.** The percentage of students scoring at Level 4 or above in Math FAA will increase from 61% to 63% in 2015.

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 students Reading proficiency by 2% (60% in 2014 to 62% in 2015). 1a

G037719

Targets Supported 1b

Indicator	Annual Target
	62.0

Resources Available to Support the Goal 2

- Reading Coach
- Achieve 3000
- Grade Level Collaboration Time
- DAR
- Rtl
- Guided Reading
- District Reading Coach
- I-Ready
- Write to Learn
- Novel Studies

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and pedagogy
- Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels
- Lack of higher order vocabulary
- High number of transient students
- Lack of student schema on topics and novel studies

Plan to Monitor Progress Toward G1. 8

Effective instruction in groups and differentiated instruction

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Student work samples, Classroom observations, FCAT Data, student grades, formative and summative assessments

G2. Increase students math proficiency by 2% (from 62% in 2014 to 64% in 2015). 1a

G037720

Targets Supported 1b

Indicator	Annual Target
	64.0

Resources Available to Support the Goal 2

- Instructional Coach Training and Support
- District Math Coach Training and Support
- RTI
- Math Conferencing logs
- Curriculum guides
- Iready Math
- Study Island Software
- Reflex Math until December
- Gizmo's
- Safari Montage
- Brain Pop & Brain Pop Jr.
- LearnZillion
- Safari Montage
- Brain Pop & Brain Pop Jr.
- LearnZillion
- Safari Montage
- Brain Pop & Brain Pop Jr.
- LearnZillion

Targeted Barriers to Achieving the Goal 3

- Lack of content knowledge depth
- Student's entering grade level with appropriate number sense knowledge
- Lack of time for Enrichment activities
- Parental content knowledge and understanding of Florida Standards and Investigations math

Plan to Monitor Progress Toward G2. 8

CGA's, Teacher Assessment, Data Chats, Collaborative planning, Lesson Studies, end of year results

Person Responsible

Casie Doyle

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

State Assessment Data, End Of Year Grades, Formative and Summative assessments

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. Increase students writing proficiency by 2% (from 53% in 2014 to 55% in 2015). 1a

G037721

Targets Supported 1b

Indicator	Annual Target
	55.0

Resources Available to Support the Goal 2

- Achieve 3000
- Instructional Coach/Interventionist
- Curriculum Guides
- District Specialist
- i-ready
- Write To Learn
- Grade level collaboration

Targeted Barriers to Achieving the Goal 3

- Lack of Schema
- Lack of editing conventions
- Lack of knowledge in supporting opinion with evidence from the text

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

FCAT data, end of year grades

G4. Increase students science proficiency by 2% (from 53% in 2014 to 55% in 2015). 1a

G037722

Targets Supported 1b

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

Resources Available to Support the Goal 2

- District Science Coach
- Interactive Science Resources
- Lab downloads
- Reading Coach
- CGA data
- Leveled Science books
- On campus learning: School Gardens, BlueBird observation boxes, Fruit Tree Walk
-

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and pedagogy
- Lack of schema
- Lack of higher order vocabulary

Plan to Monitor Progress Toward G4. 8

Effective instruction in groups and differentiated instruction

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Lesson Plans, Student work samples, Classroom observations, FCAT Data, Science Fair Projects, student grades, formative and summative assessments

G5. The percentage of students scoring at Level 4 or higher on the Reading FAA will increase from 58% to 60% in 2015. 1a

G037728

Targets Supported 1b

Indicator	Annual Target
	60.0

Resources Available to Support the Goal 2

- ESE Lead
- Grade Level Collaboration Time
- Direct Instruction
- District ESE Support Staff
- Specially designed curriculum (ULS, Direct Instruction, Reading Mastery, PCI ,SonDay System,ELM)
- Paraprofessional assistance
- Monthly District Level InD ESE Lead Professional Development
- Bi-monthly school based SLA team meetings

Targeted Barriers to Achieving the Goal 3

- Lack of alternative strategies and technology to support language acquisition and communication
- Lack of student communication skills

Plan to Monitor Progress Toward G5. 8

CGA's Access Points, FAA, Curriculum based assessments

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Performance Matters, Data Chats

G6. The percentage of students scoring at Level 4 or above in Math FAA will increase from 61% to 63% in 2015. 1a

G037729

Targets Supported 1b

Indicator	Annual Target
	63.0

Resources Available to Support the Goal 2

- ESE Lead
- Grade Level Collaboration time
- Bi-monthly SLA team meetings
- Touch Math
- Number Worlds
- District ESE support Staff and Paraprofessional assistance
- Precision Math
- Building Blocks
- Calendar Math

Targeted Barriers to Achieving the Goal 3

- Lack of student communication skills
- Lack of student cognitive ability to problem solve

Plan to Monitor Progress Toward G6. 8

CGA's, Teacher Assessment, Data Chats, Collaborative planning, Lesson Studies

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

FAA Data, End Of Year Grades, Formative and Summative assessments

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase students Reading proficiency by 2% (60% in 2014 to 62% in 2015). **1**

 G037719

G1.B1 Lack of knowledge and pedagogy **2**

 B090635

G1.B1.S1 Plan professional development opportunities based on student data. **4**

 S101420

Strategy Rationale

Providing prof. dev. targeted towards student needs will assist teacher's in providing a curriculum geared towards achieving needs as they develop.

Action Step 1 **5**

Grade level collaboration time

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Lesson plans, observations, student work, data notebooks

Action Step 2 5

Early dismissal training

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Lesson plans, observations, student work, data notebooks

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

Teacher participation in professional development

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Sign in sheets, classroom walk-throughs, lesson plans, student data

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

Students will utilize skills and strategies that teachers have learned in professional development opportunities.

Person Responsible

Kathleen Davis


Schedule

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


Evidence of Completion

Classroom walk-throughs, student work, anecdotal notes

G1.B2 Lack of alternative strategies and materials to use with students from varying backgrounds and ability levels **2**

 B090636

G1.B2.S1 Lowest quartile students will be provided with support during the readers workshop and during extended times designated for Tier II and Tier III interventions **4**

 S101423

Strategy Rationale

RTI is not only a necessary part of each teacher's day, but it is also an integral part to supporting struggling students in the areas they are in most need.

Action Step 1 **5**

Daily implementation of guided reading and RTI

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Growth in student assessments for RTI and moving reading levels

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

Training on expectations for RTI and guided reading

Person Responsible

Katherine Sherman

Schedule

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

Evidence of Completion

RTI data, and evidence of student's reading level improving

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

Classroom walk through's, attending grade level meetings, discussion of guided reading and RTI data

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Guided reading lesson plans, evidence of student growth in reading level, teacher observations

G1.B3 Lack of higher order vocabulary 2

 B090638

G1.B3.S1 Student Vocabulary will be increased through daily explicit teaching of vocabulary and vocabulary conventions. 4

 S118305

Strategy Rationale

Increasing student vocabulary will allow students to have the knowledge to comprehend their texts, and decode the meaning of new words.

Action Step 1 5

Daily teaching of vocabulary

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Student work, assessment scores

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

Monitor lesson plans, and provide materials to support in planning vocabulary

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Lesson Plans

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

Assessing student work to see if rigor is provided, and students needs are supported

Person Responsible


Schedule

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


Evidence of Completion

Student work

G1.B4 High number of transient students **2**

 B101710

G1.B4.S1 Provide testing to determine student's ability level in reading (i-ready, achieve), math (i-ready) and science (achieve). **4**

 S118304

Strategy Rationale

If testing occurs immediately, or shortly after the student has arrived, teachers will have the information needed to push students towards their learning, grade level and classroom goals.

Action Step 1 **5**

Provide testing to determine student's initial knowledge and ability level

Person Responsible

Kathleen Davis

Schedule

On 6/5/2015

Evidence of Completion

Assessment scores, CGA, DRA , DAR, and i-ready scores

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Monitoring of data

Person Responsible

Casie Doyle

Schedule

On 6/5/2015

Evidence of Completion

Data will be collected and monitored

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Data chats with teachers

Person Responsible

Casie Doyle


Schedule

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


Evidence of Completion

Data, lesson plans showing what "next steps" will be taken as an effect of data

G1.B5 Lack of student schema on topics and novel studies 2

 B107010

G1.B5.S1 Increase student schema through front-loading on topics. The teacher will prompt the students on new topics through use of questioning, providing photos, clips from movies, introducing new vocabulary and discussion of difficult themes. 4

 S118355

Strategy Rationale

Students and teachers will find much more success if they have been provided information, and are prompted to think about the topic before the topic is officially introduced.

Action Step 1 5

Teachers will front load information to students in order to improve student schema

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Provide support during grade level meetings and planning time

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Student work, teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Lesson plans, attend grade level meetings

Person Responsible

Kathleen Davis

Schedule

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


Evidence of Completion

Student work and teacher lesson plans


G2. Increase students math proficiency by 2% (from 62% in 2014 to 64% in 2015). 1

 G037720

G2.B1 Lack of content knowledge depth 2

 B090639

G2.B1.S1 Analyze data from baseline and on going CGA assessments. Providing teachers professional development that reflect the needs of the student. Including the review and planning around items specs to ensure the depth of the standard is covered through explicit insrtuction. 4

 S101425

Strategy Rationale

Job embedded professional development provides the content knowledge needed for teaching the Florida Standards

Action Step 1 5

Teachers will meet in their grade level collaboration groups and discuss students' formal and informal data assessments.

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Data Notebooks, Coaches Log, Lesson Plans

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

Leadership Team will participate in data chats with grade levels.

Person Responsible

Casie Doyle

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Data Notebooks, Coaches' Logs, Leadership Team minutes, student work, focus walks

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

Data will be formally analyzed several times per year.

Person Responsible

Casie Doyle

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Data Notebooks, Formal and Informal Assessment Data, Grades, Monitoring Forms, Walk Throughs

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion


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

Person Responsible


Schedule

Evidence of Completion

G2.B4 Parental content knowledge and understanding of Florida Standards and Investigations math **2**

 B090642

G2.B4.S1 provide parental support and information at our family engagement night, school website, and teacher websites/newsletters **4**

 S101429

Strategy Rationale

Parents want to support but are confused by the new state standards and investigation delivery style of learning

Action Step 1 **5**

Teachers will differentiate instruction based on students' formal and informal data.

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Data Notebooks, Lesson Plans, Coaches logs, Classroom Walk-throughs

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

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

Lesson plans will reflect small group instruction and real world math scenarios.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Classroom Walk-throughs

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

Student data

Person Responsible

Schedule


Evidence of Completion

Data Notebooks, Grades, Formal and Informal Assessments


G3. Increase students writing proficiency by 2% (from 53% in 2014 to 55% in 2015). 1

 G037721

G3.B1 Lack of Schema 2

 B090646

G3.B1.S1 Increase student schema through front-loading information. Providing photos, discussing vocabulary, showing movie clips, and questioning. 4

 S101436

Strategy Rationale

Students and teachers will find much more success if they have been provided information, and are prompted to think about the topic before the topic is officially introduced.

Action Step 1 5

Time to collaborate with grade level on ways to build schema

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Lesson Plans referring to explicitly taught ways of assisting students in developing schema

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

Weekly Walk throughs monitoring teacher's lesson plans

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Lesson plans

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

Lesson plans, Student scores writing scores will increase


Person Responsible

Schedule


Evidence of Completion

FCAT writing scores, Student grades, and CGA's

G3.B2 Lack of editing conventions 2

 B107003

G3.B2.S1 Teachers will include editing in their lesson plans to support reading and writing and will teach it explicitly in reading and writing. 4

 S118356

Strategy Rationale

Editing tasks are covered in the standards and are somewhat new this year. Students are not 100% familiar with editing conventions and will need explicit teaching.

Action Step 1 5

Teachers will explicitly plan for and teach editing.

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Teacher lesson plans and student work

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

Professional development and assistance with weekly planning.

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Teacher lesson plans and student work

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

Comparing student work and assessments

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Assessments, student work, and lesson plans

G3.B3 Lack of knowledge in supporting opinion with evidence from the text 2

 B107004

G3.B3.S1 Increase student knowledge and skills in developing an opinion based on evidence from the text. 4

 S118357

Strategy Rationale

Students should understand that opinions are formed through evidence, and teaching this skill will be helpful throughout their whole lives. Teachers will explicitly show students how to find evidence that would prove their opinions.

Action Step 1 5

Teachers will explicitly teach students how to support opinion with multiple pieces of evidence from the text

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Student work and teacher lesson plans

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

Professional development and collaborative planning time dedicated to planning and assessing student work

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Student work and teacher lesson plans

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

Assessing student work

Person Responsible

Kathleen Davis

Schedule

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


Evidence of Completion

Assessing student work


G4. Increase students science proficiency by 2% (from 53% in 2014 to 55% in 2015). 1

 G037722

G4.B1 Lack of knowledge and pedagogy 2

 B090648

G4.B1.S1 Plan professional development opportunities based on student data needs. 4

 S101438

Strategy Rationale

To increase student knowledge

Action Step 1 5

Early dismissal training

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Lesson plans, observations, student work, data notebooks

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

Teacher participation in professional development

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Sign in sheets, classroom walk-throughs, lesson plans, student data

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

Students will utilize skills and strategies that teachers have learned in professional development opportunities.

Person Responsible

Casie Doyle


Schedule

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

Evidence of Completion

Classroom and lab walk-throughs, student work, anecdotal notes

G4.B1.S2 Teach reading concepts with non-fiction books 4

 S101439

Strategy Rationale

To increase student knowledge

Action Step 1 5

Use nonfictions science books during reading to build on science concepts.

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

lesson plans, student observations, student work

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

Use of vocabulary words in journals

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Science vocabulary posted in room, in journals, and intergraded into other academic areas.

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

Walk though checkpoints and observations

Person Responsible

Kathleen Davis


Schedule

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

Evidence of Completion

Sign in sheets, classroom walk-throughs, lesson plans, student data

G4.B2 Lack of schema **2**

 B090650

G4.B2.S1 Training with District Science Coach **4**

 S123298

Strategy Rationale

Provide curriculum resources to build teacher content knowledge

Action Step 1 **5**

District Science coach will provide guidance/training science committee meetings and early release training.

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Sign in sheets, classroom walk-throughs, lesson plans, student data, science committee, Student work samples, Classroom observations, FCAT Data, Science Fair Projects, formative and summative assessments

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

FCAT data, science fair judging, classroom observations

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

FCAT data, science fair judging, classroom observations, student growth

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

Person Responsible

Schedule

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

Evidence of Completion

Lesson Plans, Student work samples, Classroom observations, FCAT Data, Science Fair Projects, student grades, formative and summative assessments

G4.B2.S2 Science projects 4

 S123299

Strategy Rationale

Hands on experiences/experiments to engage all types of learners

Action Step 1 5

Science Projects will be done by grade level; class, group, and/or individuals.

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

FCAT data, science fair judging, classroom observations

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Science fair judging and classroom observations

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

FCAT data, science fair judging, classroom observations

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Classroom observations and student performance

Person Responsible

Casie Doyle


Schedule

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

Evidence of Completion

FCAT data, science fair judging, classroom observations

G4.B3 Lack of higher order vocabulary 2

 B090651

G4.B3.S1 School wide "word of the week" 4

 S123258

Strategy Rationale

Build vocabulary that ties into curriculum

Action Step 1 5

School wide word of the week to increase higher order vocabulary.

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Student performance, writings in journals, classroom observation

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

Word posted throughout school and presented on closed circuit television.

Person Responsible

Kathleen Davis

Schedule

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

Evidence of Completion

Submission of word of the week to principal and presented on closed circuit television

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

Classroom observations and student work

Person Responsible

Kathleen Davis


Schedule

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

Evidence of Completion

Student journals, classroom observations, student performance

G4.B3.S2 Science Labs 4

 S123259

Strategy Rationale

Integrate findings and work into written reflections and oral presentations

Action Step 1 5

Using Interactive Science Resources and Lab downloads to promote higher order vocabulary.

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Student journals, performance, oral presentaitons

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Classroom observations

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

evidence of lab work, student journal, oral presentations

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Classroom observations

Person Responsible

Casie Doyle

Schedule

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


Evidence of Completion

Lesson Plans, Student work samples, Classroom observations, FCAT Data, Science Fair Projects, student grades, formative and summative assessments

G5. The percentage of students scoring at Level 4 or higher on the Reading FAA will increase from 58% to 60% in 2015. 1

 G037728

G5.B1 Lack of alternative strategies and technology to support language acquisition and communication 2

 B090678

G5.B1.S1 The use of document cameras to aid in the delivery of the lesson. 4

 S101476

Strategy Rationale

To bridge the language/communication barrier

Action Step 1 5

Teachers will increase their knowledge of the use of technology in order to increase students understanding.

Person Responsible

Shauna Slawson

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans, Posted visuals, Demonstrate use of PECS from students, Teacher observations

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

Focus Walks

Person Responsible

Shauna Slawson

Schedule

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

Evidence of Completion

Lesson plans, Focus Walks Instrument

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

Observations

Person Responsible

Casie Doyle


Schedule

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

Evidence of Completion

CAST

G5.B1.S2 Use of computer to aid in real world connections. 4

 S101477

Strategy Rationale

Real world visuals allow students to make better connections from their world to curriculum content.

Action Step 1 5

Use of computer based programs designed for students

Person Responsible

Shauna Slawson

Schedule

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

Evidence of Completion

Posted visuals, lesson plans

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

Person Responsible

Schedule

Evidence of Completion


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

Person Responsible

Schedule

Evidence of Completion

G5.B1.S3 Teachers will attend Picture Exchange Communications Systems Training (PECS) 4

 S101478

Strategy Rationale

Rapidly teach communication skills to students with limited functional language. Allowing students to respond to questions and commenting.

Action Step 1 5

Attend District PECS training

Person Responsible

Shauna Slawson

Schedule

On 6/5/2015

Evidence of Completion

Formative and summative assessment data, student journals, classroom walk-throughs

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

Daily effective instruction, both whole group and differentiated

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Classroom walk-throughs, data notebooks, formal and informal student data

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

Classroom observations

Person Responsible

Shauna Slawson


Schedule

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


Evidence of Completion

Classroom walk-throughs, teacher collaboration

G5.B2 Lack of student communication skills 2

 B114737

G5.B2.S1 Teachers attend the District PECS training 4

 S128383

Strategy Rationale

To communicate with nonverbal students

Action Step 1 5

Work collaboratively with ESE Lead on strategies to implement for struggling students.

Person Responsible

Shauna Slawson

Schedule

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

Evidence of Completion

Take away information, Meeting minutes

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Evidence of implemented training techniques and strategies

Person Responsible

Shauna Slawson

Schedule

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

Evidence of Completion

Visuals, student work, assessments

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Classroom observations, Data Chats

Person Responsible

Shauna Slawson


Schedule

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


Evidence of Completion

SEAS, Walk-throughs, Performance matters

G6. The percentage of students scoring at Level 4 or above in Math FAA will increase from 61% to 63% in 2015. 1

 G037729

G6.B1 Lack of student communication skills 2

 B090681

G6.B1.S1 Use of alternative communication systems and visuals for steps to solve math problems. 4

 S101479

Strategy Rationale

Students have limited communication skills to impede their ability to understand (written or oral directions).

Action Step 1 5

Teachers will use real world applications and opportunities to increase student understanding of math.

Person Responsible

Shauna Slawson

Schedule

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

Evidence of Completion

Data Notebooks, Lesson Plans, Curriculum assessments, Number World assessments, ULS pre/post monthly assessments

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

Leadership Team will participate in data chats with SLA teachers.

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Data Notebooks, ESE Lead minutes, observations, student work

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

Data will be formally analyzed several times per year.

Person Responsible

Casie Doyle


Schedule

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


Evidence of Completion

Data Notebooks, Formal and Informal Assessment Data, Grades, Monitoring Forms

G6.B2 Lack of student cognitive ability to problem solve 2

 B090684

G6.B2.S1 Limiting the number of steps for problem solving. 4

 S130847

Strategy Rationale

Students with significant cognitive abilities have difficulty retaining information.

Action Step 1 5

Teach the concepts using visuals and real world objects, using examples and non examples

Person Responsible

Shauna Slawson

Schedule

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

Evidence of Completion

Lesson Plans, student work, assessments

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Focus Walks, observations

Person Responsible

Casie Doyle

Schedule

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

Evidence of Completion

Lesson Plans, Focus Walks Instrument, CAST

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Weekly Focus Walks, ESE Lead/teacher conferencing

Person Responsible

Shauna Slawson

Schedule

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

Evidence of Completion

Focus Walk Instruments, ESE Lead meeting minutes

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	Grade level collaboration time	Davis, Kathleen	9/8/2014	Lesson plans, observations, student work, data notebooks	6/5/2015 biweekly
G2.B1.S1.A1	Teachers will meet in their grade level collaboration groups and discuss students' formal and informal data assessments.	Davis, Kathleen	8/18/2014	Data Notebooks, Coaches Log, Lesson Plans	6/5/2015 biweekly
G2.B4.S1.A1	Teachers will differentiate instruction based on students' formal and informal data.	Doyle, Casie	9/2/2014	Data Notebooks, Lesson Plans, Coaches logs, Classroom Walk-throughs	6/5/2015 weekly
G3.B1.S1.A1	Time to collaborate with grade level on ways to build schema	Davis, Kathleen	9/8/2014	Lesson Plans referring to explicitly taught ways of assisting students in developing schema	6/5/2015 weekly
G4.B1.S1.A1	Early dismissal training	Doyle, Casie	8/11/2014	Lesson plans, observations, student work, data notebooks	6/5/2015 semiannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	Teachers will increase their knowledge of the use of technology in order to increase students understanding.	Slawson, Shauna	9/10/2014	Lesson Plans, Posted visuals, Demonstrate use of PECS from students, Teacher observations	6/5/2015 one-time
G5.B1.S3.A1	Attend District PECS training	Slawson, Shauna	9/1/2014	Formative and summative assessment data, student journals, classroom walk-throughs	6/5/2015 one-time
G6.B1.S1.A1	Teachers will use real world applications and opportunities to increase student understanding of math.	Slawson, Shauna	9/10/2014	Data Notebooks, Lesson Plans, Curriculum assessments, Number World assessments, ULS pre/post monthly assessments	6/5/2015 weekly
G3.B2.S1.A1	Teachers will explicitly plan for and teach editing.	Davis, Kathleen	9/8/2014	Teacher lesson plans and student work	6/5/2015 weekly
G3.B3.S1.A1	Teachers will explicitly teach students how to support opinion with multiple pieces of evidence from the text	Davis, Kathleen	9/8/2014	Student work and teacher lesson plans	6/5/2015 weekly
G1.B2.S1.A1	Daily implementation of guided reading and RTI	Davis, Kathleen	9/8/2014	Growth in student assessments for RTI and moving reading levels	6/5/2015 monthly
G1.B3.S1.A1	Daily teaching of vocabulary	Doyle, Casie	9/1/2014	Student work, assessment scores	6/5/2015 monthly
G1.B4.S1.A1	Provide testing to determine student's initial knowledge and ability level	Davis, Kathleen	9/8/2014	Assessment scores, CGA, DRA , DAR, and i-ready scores	6/5/2015 one-time
G1.B5.S1.A1	Teachers will front load information to students in order to improve student schema	Doyle, Casie	9/8/2014	Teacher lesson plans	6/5/2015 weekly
G4.B1.S2.A1	Use nonfictions science books during reading to build on science concepts.	Davis, Kathleen	8/18/2014	lesson plans, student observations, student work	6/5/2015 monthly
G4.B2.S1.A1	District Science coach will provide guidance/training science committee meetings and early release training.	Doyle, Casie	8/18/2014	Sign in sheets, classroom walk-throughs, lesson plans, student data, science committee, Student work samples, Classroom observations, FCAT Data, Science Fair Projects, formative and summative assessments	6/5/2015 quarterly
G4.B2.S2.A1	Science Projects will be done by grade level; class, group, and/or individuals.	Davis, Kathleen	8/18/2014	FCAT data, science fair judging, classroom observations	6/5/2015 quarterly
G4.B3.S1.A1	School wide word of the week to increase higher order vocabulary.	Davis, Kathleen	8/18/2014	Student performance, writings in journals, classroom observation	6/5/2015 weekly
G4.B3.S2.A1	Using Interactive Science Resources and Lab downloads to promote higher order vocabulary.	Doyle, Casie	8/18/2014	Student journals, performance, oral presentations	6/5/2015 quarterly
G5.B1.S2.A1	Use of computer based programs designed for students	Slawson, Shauna	9/10/2014	Posted visuals, lesson plans	6/5/2015 weekly
G5.B2.S1.A1	Work collaboratively with ESE Lead on strategies to implement for struggling students.	Slawson, Shauna	9/22/2014	Take away information, Meeting minutes	6/5/2015 monthly
G6.B2.S1.A1	Teach the concepts using visuals and real world objects, using examples and non examples	Slawson, Shauna	9/1/2014	Lesson Plans, student work, assessments	6/5/2015 weekly
G1.B1.S1.A2	Early dismissal training	Davis, Kathleen	9/10/2014	Lesson plans, observations, student work, data notebooks	6/5/2015 biweekly
G2.B4.S1.A2	[no content entered]			once	
G1.MA1	Effective instruction in groups and differentiated instruction		Lesson Plans, Student work samples, Classroom observations, FCAT Data, student grades, formative	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			and summative assessments		
G1.B1.S1.MA1	Students will utilize skills and strategies that teachers have learned in professional development opportunities.	Davis, Kathleen	9/8/2014	Classroom walk-throughs, student work, anecdotal notes	6/5/2015 weekly
G1.B1.S1.MA1	Teacher participation in professional development	Davis, Kathleen	9/8/2014	Sign in sheets, classroom walk-throughs, lesson plans, student data	6/5/2015 quarterly
G1.B2.S1.MA1	Classroom walk through's, attending grade level meetings, discussion of guided reading and RTI data	Doyle, Casie	9/8/2014	Guided reading lesson plans, evidence of student growth in reading level, teacher observations	6/5/2015 monthly
G1.B2.S1.MA1	Training on expectations for RTI and guided reading	Sherman, Katherine	10/6/2014	RTI data, and evidence of student's reading level improving	6/5/2015 quarterly
G1.B4.S1.MA1	Data chats with teachers	Doyle, Casie	9/22/2014	Data, lesson plans showing what "next steps" will be taken as an effect of data	6/5/2015 quarterly
G1.B4.S1.MA1	Monitoring of data	Doyle, Casie	9/8/2014	Data will be collected and monitored	6/5/2015 one-time
G1.B3.S1.MA1	Assessing student work to see if rigor is provided, and students needs are supported		9/8/2014	Student work	6/5/2015 monthly
G1.B3.S1.MA1	Monitor lesson plans, and provide materials to support in planning vocabulary	Davis, Kathleen	9/8/2014	Lesson Plans	6/5/2015 monthly
G1.B5.S1.MA1	Lesson plans, attend grade level meetings	Davis, Kathleen	9/8/2014	Student work and teacher lesson plans	6/5/2015 weekly
G1.B5.S1.MA1	Provide support during grade level meetings and planning time	Davis, Kathleen	9/8/2014	Student work, teacher lesson plans	6/5/2015 weekly
G2.MA1	CGA's, Teacher Assessment, Data Chats, Collaborative planning, Lesson Studies, end of year results	Doyle, Casie	9/30/2014	State Assessment Data, End Of Year Grades, Formative and Summative assessments	6/5/2015 monthly
G2.MA2	[no content entered]			once	
G2.B1.S1.MA1	Data will be formally analyzed several times per year.	Doyle, Casie	9/30/2014	Data Notebooks, Formal and Informal Assessment Data, Grades, Monitoring Forms, Walk Throughs	6/5/2015 monthly
G2.B1.S1.MA1	Leadership Team will participate in data chats with grade levels.	Doyle, Casie	9/30/2014	Data Notebooks, Coaches' Logs, Leadership Team minutes, student work, focus walks	6/5/2015 monthly
G2.B2.S1.MA1	[no content entered]			once	
G2.B2.S1.MA1	[no content entered]			once	
G2.B3.S1.MA1	[no content entered]			once	
G2.B3.S1.MA1	[no content entered]			once	
G2.B4.S1.MA1	Student data		Data Notebooks, Grades, Formal and Informal Assessments	once	
G2.B4.S1.MA1	Lesson plans will reflect small group instruction and real world math scenarios.		Lesson Plans, Classroom Walk-throughs	once	
G3.MA1	[no content entered]		FCAT data, end of year grades	once	
G3.B1.S1.MA1	Lesson plans, Student scores writing scores will increase		FCAT writing scores, Student	one-time	

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			grades, and CGA's		
G3.B1.S1.MA1	Weekly Walk throughs monitoring teacher's lesson plans	Doyle, Casie	9/1/2014	Lesson plans	6/5/2015 weekly
G3.B2.S1.MA1	Comparing student work and assessments	Davis, Kathleen	9/8/2014	Assessments, student work, and lesson plans	6/5/2015 monthly
G3.B2.S1.MA1	Professional development and assistance with weekly planning.	Davis, Kathleen	9/8/2014	Teacher lesson plans and student work	6/5/2015 weekly
G3.B3.S1.MA1	Assessing student work	Davis, Kathleen	9/8/2014	Assessing student work	6/5/2015 monthly
G3.B3.S1.MA1	Professional development and collaborative planning time dedicated to planning and assessing student work	Davis, Kathleen	9/8/2014	Student work and teacher lesson plans	6/5/2015 monthly
G4.MA1	Effective instruction in groups and differentiated instruction	Doyle, Casie	8/18/2014	Lesson Plans, Student work samples, Classroom observations, FCAT Data, Science Fair Projects, student grades, formative and summative assessments	6/5/2015 quarterly
G4.B1.S1.MA1	Students will utilize skills and strategies that teachers have learned in professional development opportunities.	Doyle, Casie	8/11/2014	Classroom and lab walk-throughs, student work, anecdotal notes	6/5/2015 semiannually
G4.B1.S1.MA1	Teacher participation in professional development	Doyle, Casie	8/11/2014	Sign in sheets, classroom walk-throughs, lesson plans, student data	6/5/2015 semiannually
G4.B3.S1.MA1	Classroom observations and student work	Davis, Kathleen	8/18/2014	Student journals, classroom observations, student performance	6/5/2015 biweekly
G4.B3.S1.MA1	Word posted throughout school and presented on closed circuit television.	Davis, Kathleen	8/18/2014	Submission of word of the week to principal and presented on closed circuit television	6/5/2015 weekly
G4.B2.S1.MA1	[no content entered]		8/18/2014	Lesson Plans, Student work samples, Classroom observations, FCAT Data, Science Fair Projects, student grades, formative and summative assessments	6/5/2015 quarterly
G4.B2.S1.MA1	FCAT data, science fair judging, classroom observations	Doyle, Casie	8/18/2014	FCAT data, science fair judging, classroom observations, student growth	6/5/2015 quarterly
G4.B1.S2.MA1	Walk through checkpoints and observations	Davis, Kathleen	8/18/2014	Sign in sheets, classroom walk-throughs, lesson plans, student data	6/5/2015 quarterly
G4.B1.S2.MA1	Use of vocabulary words in journals	Doyle, Casie	8/18/2014	Science vocabulary posted in room, in journals, and intergraded into other academic areas.	6/5/2015 quarterly
G4.B3.S2.MA1	Classroom observations	Doyle, Casie	8/18/2014	Lesson Plans, Student work samples, Classroom observations, FCAT Data, Science Fair Projects, student grades, formative and summative assessments	6/5/2015 quarterly
G4.B3.S2.MA1	Classroom observations	Doyle, Casie	8/18/2014	evidence of lab work, student journal, oral presentations	6/5/2015 quarterly
G4.B2.S2.MA1	Classroom observations and student proformance	Doyle, Casie	8/18/2014	FCAT data, science fair judging, classroom observations	6/5/2015 quarterly
G4.B2.S2.MA1	Science fair judging and classroom observations	Davis, Kathleen	8/18/2014	FCAT data, science fair judging, classroom observations	6/5/2015 quarterly
G5.MA1	CGA's Access Points, FAA, Curriculum based assessments	Doyle, Casie	9/1/2014	Performance Matters, Data Chats	6/5/2015 monthly
G5.B1.S1.MA1	Observations	Doyle, Casie	9/1/2014	CAST	6/5/2015 monthly
G5.B1.S1.MA1	Focus Walks	Slawson, Shauna	9/1/2014	Lesson plans, Focus Walks Instrument	6/5/2015 weekly
G5.B2.S1.MA1	Classroom observations, Data Chats	Slawson, Shauna	9/22/2014	SEAS, Walk-throughs, Performance matters	6/5/2015 weekly
G5.B2.S1.MA1	Evidence of implemented training techniques and strategies	Slawson, Shauna	9/22/2014	Visuals, student work, assessments	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.MA1	[no content entered]			one-time	
G5.B1.S2.MA1	[no content entered]			one-time	
G5.B1.S3.MA1	Classroom observations	Slawson, Shauna	9/1/2014	Classroom walk-throughs, teacher collaboration	6/5/2015 weekly
G5.B1.S3.MA1	Daily effective instruction, both whole group and differentiated	Doyle, Casie	9/1/2014	Classroom walk-throughs, data notebooks, formal and informal student data	6/5/2015 weekly
G6.MA1	CGA's, Teacher Assessment, Data Chats, Collaborative planning, Lesson Studies	Doyle, Casie	9/1/2014	FAA Data, End Of Year Grades, Formative and Summative assessments	6/5/2015 monthly
G6.B1.S1.MA1	Data will be formally analyzed several times per year.	Doyle, Casie	9/10/2014	Data Notebooks, Formal and Informal Assessment Data, Grades, Monitoring Forms	6/5/2015 monthly
G6.B1.S1.MA1	Leadership Team will participate in data chats with SLA teachers.	Doyle, Casie	9/10/2014	Data Notebooks, ESE Lead minutes, observations, student work	6/5/2015 monthly
G6.B2.S1.MA1	Weekly Focus Walks, ESE Lead/ teacher conferencing	Slawson, Shauna	9/1/2014	Focus Walk Instruments, ESE Lead meeting minutes	6/5/2015 weekly
G6.B2.S1.MA1	Focus Walks, observations	Doyle, Casie	9/1/2014	Lesson Plans, Focus Walks Instrument, CAST	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase students Reading proficiency by 2% (60% in 2014 to 62% in 2015).

G1.B1 Lack of knowledge and pedagogy

G1.B1.S1 Plan professional development opportunities based on student data.

PD Opportunity 1

Grade level collaboration time

Facilitator

Reading Coach

Participants

Grade Level teachers

Schedule

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

PD Opportunity 2

Early dismissal training

Facilitator

Reading Coach, District Reading Specialists, Guest speakers, Administration

Participants

All teachers

Schedule

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

G2. Increase students math proficiency by 2% (from 62% in 2014 to 64% in 2015).

G2.B1 Lack of content knowledge depth

G2.B1.S1 Analyze data from baseline and on going CGA assessments. Providing teachers professional development that reflect the needs of the student. Including the review and planning around items specs to ensure the depth of the standard is covered through explicit insrtuction.

PD Opportunity 1

Teachers will meet in their grade level collaboration groups and discuss students' formal and informal data assessments.

Facilitator

District Math Coach

Participants

K-5 math instructors

Schedule

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

G4. Increase students science proficiency by 2% (from 53% in 2014 to 55% in 2015).

G4.B1 Lack of knowledge and pedagogy

G4.B1.S1 Plan professional development opportunities based on student data needs.

PD Opportunity 1

Early dismissal training

Facilitator

District Science Coach

Participants

All teachers

Schedule

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

G5. The percentage of students scoring at Level 4 or higher on the Reading FAA will increase from 58% to 60% in 2015.

G5.B1 Lack of alternative strategies and technology to support language acquisition and communication

G5.B1.S1 The use of document cameras to aid in the delivery of the lesson.

PD Opportunity 1

Teachers will increase their knowledge of the use of technology in order to increase students understanding.

Facilitator

District Level Professional Development

Participants

Supported Level Academic Teachers

Schedule

On 6/5/2015

G5.B1.S3 Teachers will attend Picture Exchange Communications Systems Training (PECS)

PD Opportunity 1

Attend District PECS training

Facilitator

District Trainers

Participants

Supported Level Academics Teachers

Schedule

On 6/5/2015

G5.B2 Lack of student communication skills

G5.B2.S1 Teachers attend the District PECS training

PD Opportunity 1

Work collaboratively with ESE Lead on strategies to implement for struggling students.

Facilitator

ESE Lead

Participants

SLA teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0