Englewood Elementary School

2014-15 School Improvement Plan

Englewood Elementary School

4359 SPRING PARK RD, Jacksonville, FL 32207

http://www.duvalschools.org/englewood

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	69%

Alternative/ESE Center	Charter School	Minority
No	No	66%

School Grades History

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	[Wayne Green](#)

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To educate the students in our care by teaching them academic excellence, respect for diversity, and integrity in their personal choices

Provide the school's vision statement

To provide educational excellence for every student, academically, socially, and emotionally every day

School Environment

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

Upon enrollment, parents are required to complete the Home Language Survey which provides information the students' native languages and degree to which they are spoken at home. These information is important as culture is often best described by its associated languages.
As a school with a high ESOL population (21%), our faculty and staff are expected to become familiar with the native culture of these students in order to make those students more comfortable and form relationships to facilitate learning.

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

We have safety procedures that are in place for all circumstances, like codes in red and yellow, as well as, procedures for fire and serve weather. There are systems implemented to ensure safe arrivals and dismissals. We also have a staff member from our leadership team available and visible which allows for students and parents to feel safe at all times. Staff members use radios for continuous communication. Students use a buddy system when leaving the class to maintain safety and so that students are not alone. Our school has also adopted a zero tolerance policy in reference to bullying and students are taught to report any bullying that occurs confidentially. Students are also encouraged to seek assistance from the school counselor on any issues that occur in school and/or out of school.

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

To aid in the minimization of distractions that could result in students being disengaged during instructional time, the school-wide behavioral system at Englewood Elementary is founded on a framework for addressing behavior through a prevention-oriented structuring of research-based interventions and supports in a hierarchical, progressive fashion with the desired outcome being improved student behavior and academic success. This is accomplished through best practices derived from CHAMPS, the classroom management piece of Foundations, and Positive Behavioral Interventions and Supports (PBIS) that support our student population on individual and group levels while upholding district policy on student conduct. Training and supports are offered through ongoing systems that are both site embedded and district facilitated.

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 guidance counselor is available at all times to helps students that are in needs. The counselor has an open door policy for students, teachers and parents. In addition, students meet with the counselor in small, large and individual groups. We are full service school that offers additional resources to help students and their families with problems. As a full service school students can be referred for things like, behavior concerns, academic failure, clothing needs, mental health and many others. The counselor will seek assistance from the district social worker, psychologist, and behavioral specialist as needed. The counselor also provides teachers with a referral form that is used to identify and request services to help meet needs of the student.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/206244.

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

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

The primary avenue the school uses to build and sustain partnerships is our School Advisory Council (SAC). Over the past five years, the community/business/faith members of the SAC have contributed thousands of dollars of funding to the school, hundreds of dollars in in-kind giving, and hundreds of volunteer hours. Secondly, our school's PTA works to promote the welfare of the school through fundraising and volunteer support. Finally, the school staff and administration recruit partners through their interactions with others in the community as well as through grant-writing.

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
Griffin, Kenya	Principal
Johnson, Delores	Assistant Principal
Reshard, Charanda	Guidance Counselor
Nevin, Marion	Instructional Coach
Jensen, Martin	Instructional Coach

Duties

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

Kenya Griffin-Principal: Provides general oversight and coordination of all programs within the school
Delores Johnson-Assistant Principal: Holds primary responsibility over ESE programs, Attendance Intervention, and School Safety
Charanda Reshard-School Counselor: Serves as the chief liasion with our community partners and is responsible for programs addressing the socio-emotional needs of our students; serves as secretary for all MT meetings and is the liaison for ESOL programs
Marion Nevin-Reading Coach: Serves as the primary point of contact for literacy programs within the school and coordinates all literacy curricula and professional development
Martin Jensen-Math Coach: Serves as the primary point of contact for mathematics programs within the school and coordinates all mathematics curricula and professional development
Kate Richardson-Reading Interventionist: Provides reading Tier II and Tier III reading intervention

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 is responsible for the creating and monitoring of the RTI efforts of the school. This committee will adapt the district RTI model to meet our school's needs. This committee will also monitor our other safety net efforts such as SAI tutoring. The Committee will meet monthly to assess the status of the school's RTI efforts. The committee will attend all district training on RTI and share with the faculty and staff of the school.
Title I: Englewood Elementary's Title I funding is used to fund a full-time reading interventionist, a full-time math coach; one part-time tutor; and professional development of teachers. There will be 6 parent involvement activities to help educate parents on important instructional topics (reading, math, writing, FCAT) and provide opportunities for parents to interact with their children.
Supplemental Academic Instruction: Afterschool tutoring will be provided to K-5th grade students from November to April who are in need of additional academic help which will be supported with SAI funds. It is designed for those students whose reading and/or math progress place them at risk for retention as well as non-proficiency on the Florida State Assessments.
Violence-Prevention: The ZIP and Character Education programs will be coordinated by the Foundations Committee to encourage students to make good choices, build character and integrity, and to reinforce positive behavior.
Nutrituition Programs: Englewood Elementary participates in the Breakfast in the Classroom program which provides all students regardless of lunch status the opportunity to eat a nutritious breakfast every morning as well as the Universal School Lunch Program.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Mrs. Elaine Patrick	Business/Community
Mr. Kenya Griffin	Principal
Rev. Robert Hoover	Business/Community
Ms. Cheryl Hearn	Business/Community
Mrs. Terry O'Sullivan	Business/Community
Mrs. Pam Evors	Teacher
Mrs. Donna Taylor	Teacher
Mrs. Zelena Duggins	Education Support Employee
	Student

Duties

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

Evaluation of last year's school improvement plan

Last year's School Improvement Plan was effective overall as the school maintained its' A school grade and increased its' overall school point total by over 40 points. However, several elements of the school improvement plan were not implemented due to changing curriculum and/or district resources.

Development of this school improvement plan

The SAC has meets monthly to provide guidance and to review the progress of the school improvement. The SAC votes to approve the each year's initial school improvement plan as well as any proposed changes to the plan.

Preparation of the school's annual budget and plan

The SAC receives monthly updates on the status of the funds it directly controls, approves purchases using school improvement funds, and feedback on staffing issues.

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

In 2013-14, School Improvement Funds were allocated for purchase of school agendas for 2014-15 and one SMART interactive whiteboard.

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
Griffin, Kenya	Principal
Johnson, Delores	Assistant Principal
Nevin, Marion	Instructional Coach
Jones, Shantel	Teacher, K-12
Richardson, Kate	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT has the following major initiatives this year: 1) implementation of the gradual release of responsibility model of instruction, 2) continued monitoring classroom level implementation of Accelerated Reader, 3) creation of model classrooms in primary and intermediate, 4) adoption of interactive journals in reading, 5) implementation of best practices in writing, and 6) administration of the Dollar General Literacy Grant.

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

Currently the school has common planning time for all teacher groups including resource teachers at least 4 days every week. Teachers are organized into grade level teams or departments to facilitate the sharing of information, collaborative planning, and delivery of professional development.

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

1. Strategy: Partnering new teachers with veteran staff; Persons Responsible: Professional Development Facilitator, and C.E.T Teachers
2. Strategy: Attain at least 3 teaching interns to work with veteran classroom teachers; Professional Development Facilitator

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

All teachers with 2 years of experience or less will be paired with an experience teachers on their grade level with a rating of at least Effective and have completed Clinical Educator Teacher training program. The mentors will engage the mentees in the district's new teacher induction program which includes regular meetings as well as observations.

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

As a part of this year's School Improvement Plan (SIP), teachers are required to participate in professional development on both the LAFS and MAFS state standards. These training sessions will

focus on unpacking standards, aligning those standards to the K-5 item specifications, and the materials and other resources provided by the school and district. Each training cycle will be followed up by administrative walkthroughs using teacher-created rubrics and monitoring of district data for proof of effectiveness.

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

Englewood Elementary School uses data in a variety of ways to meet the diverse needs of our students. First, we use district-mandated iReady reading and math diagnostics at the beginning of the school year to identify which students are on grade level and those who may need more specialized diagnostic assessments. For reading, students below grade level are given the DAR reading diagnostic to focus our RtI efforts as well as assign students to teacher-led groups during core reading instruction. In math, the iReady assessment is used to place students in teacher-led groups as well as RtI Tier II if necessary.

The following groups of students are flagged by our intervention system during the first quarter of school and given the specific interventions as indicated:

1) FCAT Reading Level 1-Administered the DAR reading assessment and placed in Tier II or Tier III RtI groups based on their results.
2) FCAT Math Level 1-Assigned to Tier II groups and required to have daily iReady interventions
3) Retainees in Math or Reading-Same actions for FCAT Reading or Math as listed above
4) Students who are two or more grade levels behind in reading-Assigned to Tier III and adminstered the Barton Screener for qualification for the Barton Reading Intervention System.

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: 1,725

Certified teachers will provide FCAT preparation and supplemental instruction to 3rd-5th graders during afterschool sessions starting in early January 3rd-5th grade ELA/Math. 16 sessions for ELA/math. No more than 10 students will be assigned to each class.

Strategy Rationale

Additional opportunities for remedial instruction will help these students meet grade level proficiency.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rooff, Peggy, rooffp@duvalschools.org

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

The most recent district Curriculum Guide Assessment and iReady Reading and Math Diagnostics prior to the start of the program will be used as a baseline assessment. The last Curriculum Guide Assessment and/or End-of-the-year summative assessment will be used to measure growth for ELA and Math.

Strategy: After School Program

Minutes added to school year: 200

Beginning in October 2014, approximately 72 selected students will have the opportunity to receive supplemental reading or math instruction twice a week for approximately 10 weeks.

Strategy Rationale

Additional opportunities for remedial instruction will help these students meet grade level proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Griffin, Kenya, griffink2@duvalschools.org

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

Curriculum Guide Assessments in reading or math as well as iReady diagnostic data

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

Englewood Elementary will offer families of pre-K children from our local feeder preschool programs the chance to attend Title I events. In addition, invitations will be extended for those families to tour our school starting in January 2015 and literature on our school programs will be distributed to them.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All students will receive a standards-driven curriculum that addresses the following Four Pillars of Excellent Instruction: Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement.

G2.   Instructional decisions will be made based on data from a variety of sources.

G3.   All students will receive high-quality interventions that meet their needs and are proactively implemented.

Strategic Goals Detail

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

G1. All students will receive a standards-driven curriculum that addresses the following Four Pillars of Excellent Instruction: Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement. `1a`

Targets Supported `1b`

🔍 G046639

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	74.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal `2`

- Reading coach: Full-time instructional coach who coordinates literacy curriculum and provides professional development/instructional support to teachers

- Complex Text Resource Room: Complex text grouped by fiction, non-fiction, and content area; books also classified by Fountas and Pinnell level for convenience

- Local Teacher Experts: Teachers based at the school who serve in model classrooms and/or have development content area expertise in various areas of literacy instruction (e.g, close reading, writing, reading interventions)

- District Literacy Directors and Specialists: District level support staff who provide limited support to school in literacy, write district literacy curricula, and provide district-wide professional development

Targeted Barriers to Achieving the Goal `3`

- Lack of Knowledge of New Common Core/Language Arts Florida Standards (LAFS)

- Lack of Knowledge of Four Pillars of Excellent Instruction (Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement)

- Inconsistent Instructional Feedback and Support

- Lack of Knowledge of Curriculum Frameworks

- Lack of Knowledge of New Common Core/Mathematics Florida Standards (MAFS)

Plan to Monitor Progress Toward G1. `8`

CGA1 and i-ready diagnostic will be analyzed.

Person Responsible
Martin Jensen

Schedule
On 10/29/2014

Evidence of Completion
CGA1 and i-ready

Plan to Monitor Progress Toward G1. 8

CGA2 and i-ready winter diagnostic will be analyzed.

Person Responsible
Kenya Griffin

Schedule
On 2/28/2015

Evidence of Completion
CGA2 and i-ready winter diagnostic

G2. Instructional decisions will be made based on data from a variety of sources. `1a`

🔍 G046640

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	74.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal `2`

- Reading Coach
- Performance Matters
- Reading Interventionist
- Reading A-Z Website
- Principal
- Assistant Principal
- Local Teacher Experts
- FCRR Materials
- District Curriculum Directors and Specialists
- Extra Math
- STAR Reading Assessment Website
- District Assessments: iReady, Curriculum Guide Assessments

Targeted Barriers to Achieving the Goal `3`

- Not Enough Data Sources
- The amount of time spent conducting assessments and time between assessments
- Lack of Teacher Expertise in Analyzing Data
- Lack of school-wide standards or system for formative assessments

Plan to Monitor Progress Toward G2. `8`

To determine progress towards the goal and/or target, student data will be collected from the assessment administrations.

Person Responsible

Delores Johnson

Schedule

Monthly, from 10/29/2014 to 5/29/2015

Evidence of Completion

Student data will be collected from the assessment administrations.

G3. All students will receive high-quality interventions that meet their needs and are proactively implemented. 1a

🔍 G046641

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Reading - All Students	70.0

Resources Available to Support the Goal 2

- Assistant Principal

- Truancy Officer

- IPS Specialist

- ESOL Specialist

- Reading Interventionist

Targeted Barriers to Achieving the Goal 3

- Insufficient time and lack of understanding of intervention documentation.

- Lack of effective intervention structure and organization.

- Insufficient structure for increasing the language and academic proficiency in the ESOL population.

Plan to Monitor Progress Toward G3. 8

RTI Team meetings and MT Team meetings, RTI documentation

Person Responsible
Kenya Griffin

Schedule
Monthly, from 10/17/2014 to 10/17/2014

Evidence of Completion
RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Progress Toward G3. `8`

    Person Responsible

    Schedule

    Evidence of Completion

Plan to Monitor Progress Toward G3. `8`

    Person Responsible

    Schedule

    Evidence of Completion

Plan to Monitor Progress Toward G3. `8`

    Person Responsible

    Schedule

    Evidence of Completion

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. All students will receive a standards-driven curriculum that addresses the following Four Pillars of Excellent Instruction: Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement. 1

🔑 G046639

G1.B1 Lack of Knowledge of New Common Core/Language Arts Florida Standards (LAFS) 2

🔑 B115700

G1.B1.S1 Provide professional development on how to unpack the new LAFS standards in relation to the new FSA Item Specifications. 4

🔑 S130313

Strategy Rationale

It is vital that each grade level unpack their respective standards to gain a thorough understanding in order to appropriately guide their instruction, design assessments, and prepare students for the FSA.

Action Step 1 5

Provide a PD on unpacking the new LAFS standards in relation to the new FSA Item Specifications.

Person Responsible

Marion Nevin

Schedule

On 10/8/2014

Evidence of Completion

Agenda and sign-in sheet

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

An agenda will be created with a participant sign-in sheet.

Person Responsible

Marion Nevin

Schedule

On 10/8/2014

Evidence of Completion

Agenda and sign-in sheet

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

Focus walk-through by instructional support staff and collaboration/support/modeling with reading coach.

Person Responsible

Marion Nevin

Schedule

On 10/22/2014

Evidence of Completion

walk-throughs, coaching cycle.

G1.B1.S2 Continue efforts at developing planning for gradual release of responsibility model with the new LAFS standards 4

S130314

Strategy Rationale

Last school year, our school did a lot of work on developing our proficiency with the gradual release of responsibility model of instruction, and we continue that work.

Action Step 1 5

Provide a PLC and Instructional Support, to help teachers with development of lesson plans using the GRRM.

Person Responsible

Marion Nevin

Schedule

On 10/22/2014

Evidence of Completion

Agenda and sign-in sheet

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

An agenda will be created with a participant sign-sheet.

Person Responsible

Marion Nevin

Schedule

On 10/22/2014

Evidence of Completion

Agenda and sign-in sheet

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

Coach will provide support through walk-throughs, and with collaboration in planning effective lessons using the GRRM.

Person Responsible

Marion Nevin

Schedule

On 10/22/2014

Evidence of Completion

Walk-throughs and observations

G1.B1.S3 A schoolwide Word of the Week (WOW) program will be created to introduce new voabulary words and encourage student to explore vocabulary. `4`

🔑 S130316

Strategy Rationale

To help meet our vocabulary standards and data has shown in the past that our student performance in vocabulary was low.

Action Step 1 `5`

Coach will implement the Word of the Week (WOW) program.

Person Responsible

Marion Nevin

Schedule

Weekly, from 9/3/2014 to 5/31/2015

Evidence of Completion

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

The Reading Coach will display Word of the Week on the bulletin board, using definitions, synonyms and antonyms. Word announced daily with incentives for students using the word in their work and academic conversation.

Person Responsible

Marion Nevin

Schedule

Weekly, from 9/3/2014 to 5/31/2015

Evidence of Completion

Bulletin board, daily school-wide announcements, and accountability by teachers.

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

Incentives are given to students who use the WOW accurately in conversation and academic work.

Person Responsible

Marion Nevin

Schedule

Daily, from 9/3/2014 to 5/31/2015

Evidence of Completion

Teacher fidelity and daily observations and rewards.

G1.B1.S4 Creation and Implementation of Schoolwide Reading Incentive Program `4`

🔧 S130317

Strategy Rationale

To create an environment in our school of life-long readers; to motivate our students to read everyday.

Action Step 1 `5`

A school-wide reading incentive program (Accelerated Reader) that encourages students to set goals in their daily reading.

Person Responsible

Shantel Jones

Schedule

Daily, from 9/10/2014 to 5/31/2015

Evidence of Completion

Data of student achievement and use of the program is embedded in the Accelerated Reader internet program.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Students keep daily reading logs and take AR tests to earn points toward reaching their reading goals.

Person Responsible

Shantel Jones

Schedule

Daily, from 9/10/2014 to 5/31/2015

Evidence of Completion

Data from AR website

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Teachers check their reading logs and data online.

Person Responsible

Shantel Jones

Schedule

Weekly, from 9/25/2014 to 5/31/2015

Evidence of Completion

Reading logs and online data

G1.B1.S5 Provide professional development to increase the amount and quality of teacher-student conferencing in writing. 4

S130318

Strategy Rationale

To increase student writing in which their development and organization of their writing are appropriate to the task and purpose.

Action Step 1 5

Provide PLC in effective conferencing in writing as it relates to the new LAFS

Person Responsible

Marion Nevin

Schedule

On 11/5/2014

Evidence of Completion

Agenda and sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S5 `6`

An agenda will be created with a participant sign-sheet.

Person Responsible

Schedule

On 11/5/2014

Evidence of Completion

Agenda and sign-in sheet

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

Coach will provide support through walk-throughs, and with collaboration in implementing effective conferencing.

Person Responsible

Marion Nevin

Schedule

On 11/19/2014

Evidence of Completion

Walk-throughs and observations and writing journals/anecdotal notes

G1.B1.S6 Increase the use of complex text in all grade levels during Language Arts instruction. 4

S130319

Strategy Rationale

To increase rigor of instruction and student achievement.

Action Step 1 5

Implement Achieve 3000, Accelerated Reader, Reading Room usage, Scholastic News Weekly, Close Reading and Novel Studies.

Person Responsible

Marion Nevin

Schedule

Daily, from 9/3/2014 to 5/31/2015

Evidence of Completion

Use of complex text daily by students

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Teachers will utilize these programs in their daily instruction.

Person Responsible

Kenya Griffin

Schedule

Weekly, from 9/3/2014 to 5/31/2015

Evidence of Completion

Student logs, online data of student usage, classroom work

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 `7`

Walk-throughs, lesson plan checks and observations will be conducted.

Person Responsible

Kenya Griffin

Schedule

Weekly, from 9/3/2014 to 5/31/2015

Evidence of Completion

Walk-throughs, lesson plan checks, observations

G1.B2 Lack of Knowledge of Four Pillars of Excellent Instruction (Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement) `2`

🔑 B115701

G1.B2.S1 Provide Professional Development Overview of the Four Pillars of Excellent Instruction `4`

🔑 S127371

Strategy Rationale

General introduction of Four Pillars as to provide background knowledge for future PLC lesson study

Action Step 1 `5`

Complete PD Overview of Four Pillars of Excellent Instruction

Person Responsible

Kenya Griffin

Schedule

On 9/10/2014

Evidence of Completion

Agenda and Signature Page of PD sign-in sheet

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1.B2.S2 Complete PLC Lesson Study on the best practices within each of the Four Pillars 4

S127373

Strategy Rationale

Three to four session lesson study to provide in-depth knowledge of each pillar, reach consensus on best practices and standards/expectations, and plan/model/observe lessons

Action Step 1 5

Meet with Instructional Support Team to set up parameters for Four Pillars Lesson Study on Rigorous Content

Person Responsible

Kenya Griffin

Schedule

Weekly, from 9/26/2014 to 9/30/2014

Evidence of Completion

Instructional Support Team Agenda and Minutes

Action Step 2 `5`

PLC Lesson Study on Rigorous Content

Person Responsible

Marion Nevin

Schedule

Biweekly, from 10/1/2014 to 11/5/2014

Evidence of Completion

PLC Agenda and Work Products

Action Step 3 `5`

PLC Lesson Study on Student Demonstration of Knowledge

Person Responsible

Marion Nevin

Schedule

Biweekly, from 11/5/2014 to 12/10/2014

Evidence of Completion

PLC Agenda and Work Products

Action Step 4 `5`

PLC Lesson Study on Student Engagement

Person Responsible

Marion Nevin

Schedule

Biweekly, from 10/1/2014 to 11/5/2014

Evidence of Completion

PLC Agenda and Work Products

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

Instructional Walkthroughs will be conducted to provide feedback on all Four Pillars of Excellent Instruction

Person Responsible

Kenya Griffin

Schedule

Monthly, from 11/5/2014 to 4/29/2015

Evidence of Completion

Instructional Walkthrough Rubrics

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

CGA 2 (Reading, Math, and Science) and iReady Data will be analyzed

Person Responsible

Kenya Griffin

Schedule

On 12/19/2014

Evidence of Completion

CGA 2 Data Report and iReady Data Report

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

CGA 3 (Reading, Math, and Science) and iReady Data will be analyzed

Person Responsible

Kenya Griffin

Schedule

On 2/25/2015

Evidence of Completion

CGA 2 Data Report and iReady Data Report

G1.B5 Lack of Knowledge of New Common Core/Mathematics Florida Standards (MAFS) 2

B115979

G1.B5.S1 Provide Professional Development for the Implementation of the Eight Mathematical Standards. 4

S127737

Strategy Rationale

The Eight Mathematical Practices are a component of the Mathematics Florida Standards (MAFS) and describe specific behaviors that all students need to exhibit to be successful.

Action Step 1 5

Complete a PD Overview of the 8 Mathematical Practices Standards

Person Responsible

Martin Jensen

Schedule

On 10/8/2014

Evidence of Completion

Agenda and sign-in sheet

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

An agenda will be created with a participant sign-in sheet.

Person Responsible

Martin Jensen

Schedule

On 10/8/2014

Evidence of Completion

Sign-in sheet and Agenda

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

Focus walk-through by instructional support staff and collaboration/support/modeling with math coach to help implementation of mathematical practices.

Person Responsible

Martin Jensen

Schedule

On 10/29/2014

Evidence of Completion

Coach will use mathematical practice graphic organizer to document evidence of practices seen in classroom focus walk-throughs.

G1.B5.S2 Provide a PLC and Instructional Support, to help teachers with collaboration, data analysis and planning in implementing centers in the mathematical instructional framework. 4

S128658

Strategy Rationale

Center Rotation is part of the instructional framework of DCPS as well as scaffolding instruction to meet student needs.

Action Step 1 5

Provide a PLC during our Wednesday Wow days in our implementation of center rotations.

Person Responsible

Martin Jensen

Schedule

On 9/17/2014

Evidence of Completion

Agenda and sign-in sheet.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 `6`

An agenda will be created with a participant sign-sheet.

Person Responsible

Martin Jensen

Schedule

On 9/17/2014

Evidence of Completion

Agenda and sign-in sheet.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

Coach will provide support through walk-throughs, and with collaboration, data analysis and planning in implementing centers.

Person Responsible

Martin Jensen

Schedule

Weekly, from 9/24/2014 to 10/31/2014

Evidence of Completion

Walk-throughs and lesson plan checks

G1.B5.S3 Provide Professional Development with using performance tasks in classroom instruction and assessment in mathematics. 4

Strategy Rationale

🔑 S128694

To increase instructional rigor and student achievement.

Action Step 1 5

Complete a PD Overview of creating/using and evaluating performance tasks in instruction and assessment.

Person Responsible

Martin Jensen

Schedule

On 10/22/2014

Evidence of Completion

Agenda and sign-in sheet.

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

An agenda will be created as well as a participant sign-in sheet.

Person Responsible

Martin Jensen

Schedule

On 10/22/2014

Evidence of Completion

Agenda and sign-in sheet

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 `7`

Seeing performance tasks in centers, assessments and lesson plans

Person Responsible

Kenya Griffin

Schedule

On 11/5/2014

Evidence of Completion

Walk-throughs, lesson plan checks

G1.B5.S4 Provide PLCs where effective lesson planning using the new Curriculum Learning Guides may occur. `4`

🔧 S128697

Strategy Rationale

To ensure teachers are teaching to depth of knowledge and rigor of the new Mathematical Florida Standards (MAFS).

Action Step 1 `5`

Provide PLC for Overview of effective lesson planning using the new CLG.

Person Responsible

Martin Jensen

Schedule

On 9/3/2014

Evidence of Completion

Agenda and sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

An agenda will be created as well as a participant sign-in sheet

Person Responsible

Martin Jensen

Schedule

On 9/3/2014

Evidence of Completion

Agenda and sign-in sheet

Plan to Monitor Effectiveness of Implementation of G1.B5.S4 7

Lesson plans will be checked

Person Responsible

Kenya Griffin

Schedule

Weekly, from 9/17/2014 to 4/30/2015

Evidence of Completion

Lesson plans and walk-throughs to see fidelity of lesson plans.

G1.B5.S5 Create and implement a schoolwide math basic fact fluency program for students `4`

Strategy Rationale

Fact fluency standards are in the new MAFS in every grade level. Studies have shown that fluency directly impacts student achievement in learning more complex mathematical skills.

Action Step 1 `5`

Incentive program for students becoming fluent in grade level standards in their math facts.

Person Responsible

Martin Jensen

Schedule

Weekly, from 10/1/2014 to 5/31/2015

Evidence of Completion

Provide weekly announcements and incentives to students who reach fact fluency goals.

Plan to Monitor Fidelity of Implementation of G1.B5.S5 `6`

Math coach will have weekly incentives for students achieving math facts goals.

Person Responsible

Martin Jensen

Schedule

Weekly, from 10/1/2014 to 5/31/2015

Evidence of Completion

incentives given, certificates, data

Plan to Monitor Effectiveness of Implementation of G1.B5.S5 `7`

Math coach will monitor data on xtramath website.

Person Responsible

Martin Jensen

Schedule

Weekly, from 10/1/2014 to 5/31/2015

Evidence of Completion

online data/ teacher data

G1.B5.S6 Provide a PD on unpacking the new MAFS standards in relation to the new FSA Item Specifications. `4`

🔍 S130618

Strategy Rationale

It is vital that each grade level unpack their respective standards to gain a thorough understanding in order to appropriately guide their instruction, design assessments, and prepare students for the FSA.

Action Step 1 `5`

Provide a PD on unpacking the new MAFS standards in relation to the new FSA Item Specifications.

Person Responsible

Martin Jensen

Schedule

On 10/8/2014

Evidence of Completion

Agenda and sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B5.S6 6

An agenda will be created with a participant sign-in sheet.

Person Responsible

Martin Jensen

Schedule

On 10/8/2014

Evidence of Completion

Agenda and sign-in sheet

Plan to Monitor Effectiveness of Implementation of G1.B5.S6 7

Focus walk-through by instructional support staff and collaboration/support/modeling with Math coach.

Person Responsible

Martin Jensen

Schedule

On 10/22/2014

Evidence of Completion

Walk-throughs and coaching cycle

G2. Instructional decisions will be made based on data from a variety of sources. 1

🔍 G046640

G2.B1 Not Enough Data Sources 2

🔍 B115937

G2.B1.S1 K-1 teachers will create or use a baseline assessment on phonemic awareness. 4

🔍 S127609

Strategy Rationale

Our current district offerings do not provide

Action Step 1 5

K-1 teachers will create or use an available baseline assessment that target phonemic awareness to utilize as a common assessment.

Person Responsible

Delores Johnson

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

Evidence of Completion

Samples of the created or identified assessment will be collected to demonstrate completion of this activity.

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

To monitor and support the fidelity of implementation, K-1 teachers will develop a common timeline for administering the assessment.

Person Responsible

Delores Johnson

Schedule

Semiannually, from 9/29/2014 to 5/29/2015

Evidence of Completion

To demonstrate the action plan for the strategy was monitored and whether it is being implemented with fidelity, the timelines will be collected along with data from administration.

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

To monitor and support the effectiveness of the implementation, data will be collected and data chats will be conducted.

Person Responsible

Delores Johnson

Schedule

Semiannually, from 9/29/2014 to 5/29/2015

Evidence of Completion

The evidence to be collected will be agendas and sign in sheets from data chats along with data from the administered assessments.

G2.B1.S2 K-5 teachers will assess student fluency at regular intervals. 4

🔍 S130322

Strategy Rationale

The opportunity for students to participate in fluency checks is limited.

Action Step 1 5

Teachers will conduct running records.

Person Responsible

Delores Johnson

Schedule

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

Evidence of Completion

To determine completion of this activity, data from running records will be collected for profile 1 and 2 students.

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

To monitor and support the fidelity of implementation, observations will be conducted and running record documentation will be reviewed.

Person Responsible

Delores Johnson

Schedule

Monthly, from 10/29/2014 to 5/29/2015

Evidence of Completion

Documentation from observations and samples of running records will be collected.

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

To monitor and support the effectiveness, observations will be conducted and student data will be monitored.

Person Responsible

Delores Johnson

Schedule

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

Evidence of Completion

Student data will be monitored and observations will be conducted.

G2.B2 The amount of time spent conducting assessments and time between assessments 2

🔧 B115938

G2.B2.S1 Decrease the amount of time needed to complete assessments 4

🔧 S130702

Strategy Rationale

Teachers and students need adequate amounts of time for instruction and learning

Action Step 1 5

Teachers will utilize TDE days to complete assessments requiring one-on-one administration

Person Responsible

Delores Johnson

Schedule

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

Evidence of Completion

Documentation such as leave forms or reports from Kelly Services will be collected as evidence of using TDE days to allow teachers to complete assessments in less time

Action Step 2 5

K-5 teachers will teach students testing taking skills such as bubbling, logging in to take assessments, using a mouse to make selections in computer-based assessments, pre-teaching students how to use tools and resources in computer-based assessments.

Person Responsible

Delores Johnson

Schedule

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

Evidence of Completion

Agendas, Sign-in sheets, copies of PD delivered electronically

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

Administration will observe the process and monitor the daily tested rates of assessments

Person Responsible

Schedule

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

Evidence of Completion

Daily Tested Tracking sheets will serve as evidence for monitoring the implementation

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

Administration will observe the process and monitor daily tested rates

Person Responsible

Delores Johnson

Schedule

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

Evidence of Completion

Daily Tested Tracking sheets will serve as evidence for monitoring the implementation

G2.B2.S2 Increase the frequency of assessments measuring benchmarks driving daily instruction `4`

🔧 S130756

Strategy Rationale

Teachers need current and aligned data to make instructional decisions

Action Step 1 `5`

K-1 Teachers opt to take all Curriculum Guide Assessments on a trial basis in an effort to increase the frequency of relevant data sources

Person Responsible

Delores Johnson

Schedule

Quarterly, from 9/24/2014 to 9/25/2014

Evidence of Completion

Testing schedules and student data will be collected as evidence.

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

K-1 teachers will administers additional CGAs between the baseline and post CGAs.

Person Responsible

Delores Johnson

Schedule

Quarterly, from 9/25/2014 to 9/25/2014

Evidence of Completion

Testing schedules and student data will serve as evidence.

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

To determine the effectiveness of the implementation, administration will observe the process and meet with teacher for roundtable discussion

Person Responsible

Delores Johnson

Schedule

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

Evidence of Completion

Agendas and meeting minutes will serve as evidence

G2.B3 Lack of Teacher Expertise in Analyzing Data `2`

🔍 B115939

G2.B3.S1 Teachers will be trained on how to utilize Performance Matters to access and manipulate data `4`

🔍 S130901

Strategy Rationale

Teachers have to disaggregate data to make instructional decisions.

Action Step 1 `5`

A district facilitated Performance Matters training will be held at the school for teachers in need of training

Person Responsible

Kenya Griffin

Schedule

On 8/13/2014

Evidence of Completion

A sign-in sheet will serve as documentation

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

Data chats will be conducted

Person Responsible

Kenya Griffin

Schedule

Quarterly, from 10/29/2014 to 5/29/2015

Evidence of Completion

Observations and documentation of using data to make instructional decisions

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

Data chats will be conducted

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

Observations and documentation of using data to make instructional decisions

G2.B3.S2 Teachers will be provided opportunities to receive non-evaluative feedback on their data monitoring practices 4

Strategy Rationale

🔑 S132295

Teachers have to disaggregate data to make instructional decisions.

Action Step 1 5

Data coaching sessions will be made available upon teacher request

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

Sign-in sheets or meeting notices will serve as evidence

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

Data chats will be conducted

Person Responsible

Kenya Griffin

Schedule

Quarterly, from 10/29/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets will serve as evidence

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

Data chats will be conducted

Person Responsible

Kenya Griffin

Schedule

Quarterly, from 10/29/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets and documentation of data based decision making

G2.B4 Lack of school-wide standards or system for formative assessments `2`

🔑 B120418

G2.B4.S1 School will adopt school-level standards and definitions for formative assessments `4`

🔑 S132299

Strategy Rationale

Assessment practices need to be equitable

Action Step 1 `5`

Running Records will be conducted for profile 1 and 2 students

Person Responsible

Marion Nevin

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Running records documentation from Reading A-Z will serve as evidence

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

Observations of teachers conducting running records will be conducted

Person Responsible

Delores Johnson

Schedule

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

Evidence of Completion

Observations and feedback instruments, Running records and student data will serve as evidence

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

Observations of teachers conducting running records will be conducted

Person Responsible

Delores Johnson

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Observations and feedback instruments, Running records and student data will serve as evidence

G2.B4.S2 Opportunity for professional development and discussion of school-wide standards for formative assessment `4`

🔑 S132300

Strategy Rationale

Expectations for formative assessments need to be understood by all teachers

Action Step 1 `5`

Professional Development will be provided on rigorous and standards aligned assessments

Person Responsible

Delores Johnson

Schedule

Quarterly, from 10/29/2014 to 5/29/2015

Evidence of Completion

Agendas and Sign-in sheets

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

Observations will be conducted

Person Responsible

Kenya Griffin

Schedule

Quarterly, from 10/29/2014 to 5/29/2015

Evidence of Completion

Observations will serve as evidence

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

Data chats will be conducted

Person Responsible

Kenya Griffin

Schedule

Quarterly, from 10/29/2014 to 5/29/2015

Evidence of Completion

Student data and evidence of item analysis from assessments will serve as evidence

G3. All students will receive high-quality interventions that meet their needs and are proactively implemented. `1`

🔑 G046641

G3.B1 Insufficient time and lack of understanding of intervention documentation. `2`

🔑 B116905

G3.B1.S1 Provide professional development on the Tier III implementation of SEAS software, including student PMP's. `4`

🔑 S128695

Strategy Rationale

To effectively implement the district's adopted framework to support Tier III students.

Action Step 1 `5`

Complete a PD overview of the SEAS Software and PMP process.

Person Responsible

Charanda Reshard

Schedule

On 11/19/2014

Evidence of Completion

Agenda and sign-in sheet

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

An agenda will be created with a participant sign-sheet.

Person Responsible

Kenya Griffin

Schedule

On 11/19/2014

Evidence of Completion

Agenda and sign-in sheet

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

Principal will conduct PMP checks using SEAS system.

Person Responsible

Kenya Griffin

Schedule

On 1/31/2015

Evidence of Completion

Student PMP's

G3.B1.S2 Attain paperwork clarity regarding Tier II students. 4

S128699

Strategy Rationale

To provide accurate professional development to meet the needs of intervention students.

Action Step 1 5

Attain clarity regarding Tier II paperwork and procedures.

Person Responsible

Charanda Reshard

Schedule

On 10/3/2014

Evidence of Completion

Current Tier II information

Action Step 2 5

Provide professional development regarding the Implementation of revised Tier II paperwork and procedures.

Person Responsible

Charanda Reshard

Schedule

On 10/8/2014

Evidence of Completion

PD agenda and minutes

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

RTI Team meetings and MT Team meetings, RTI documentation

Person Responsible

Charanda Reshard

Schedule

Monthly, from 10/13/2014 to 6/5/2015

Evidence of Completion

RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork

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

RTI Team meetings and MT Team meetings, RTI documentation

Person Responsible

Charanda Reshard

Schedule

Monthly, from 10/13/2014 to 6/5/2015

Evidence of Completion

RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork

G3.B1.S3 Schedule students into strategic intervention groups for push-in instructional services. `4`

🔍 S128755

Strategy Rationale

To strategically enable the instruction and monitoring of intervention students based on common data and need.

Action Step 1 `5`

The Interventionist and/or ESE teacher will assess, schedule, analyze student data and conference with classroom teachers to establish strategic student groupings.

Person Responsible

Kate Richardson

Schedule

On 4/30/2015

Evidence of Completion

RTI Paperwork, ESE lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

RTI meetings, MRT meetings, RTI paperwork documentation, ESE lesson plans

Person Responsible

Kenya Griffin

Schedule

On 5/31/2015

Evidence of Completion

RTI documentation, ESE lesson plans, IEPs

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Analyzed student performance data using SEAS and Performance Matters software.

Person Responsible

Kenya Griffin

Schedule

On 6/5/2015

Evidence of Completion

Student performance data, RTI documentation

G3.B2 Lack of effective intervention structure and organization. 2

🔑 B116988

G3.B2.S1 Implement an Early Warning System based on student data to determine the placement of students within the intervention program. 4

🔑 S128840

Strategy Rationale

To effectively place students in the intervention process based on data instead of teacher referrals.

Action Step 1 5

Use the following automatic triggers to determine placement in RTI: 1) Retention,) Previous Year's Placement in RTI, 3) FCAT Level 1 and Lower 25% of Level 2 for Reading or Math, 4) Acquisition of less than 7 letters by September 30 for Kindergarten students, 7) Not being able to write and/or count to 5 for Kindergarten students, 8) Attaining grades of D/F or N/U in reading or mathematics, 9) attaining less than 35% on a CGA

Person Responsible

Kenya Griffin

Schedule

Quarterly, from 10/1/2014 to 4/30/2015

Evidence of Completion

RTI Team Meeting Agenda and Minutes

Action Step 2 5

Inform school staff of the Automatic Data Triggers and how they will be used

Person Responsible

Charanda Reshard

Schedule

On 10/8/2014

Evidence of Completion

Faculty Meeting Agenda

Action Step 3 `5`

Conduct monthly RTI Team meetings to review early warning data collected

Person Responsible

Charanda Reshard

Schedule

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

Evidence of Completion

RTI Team Meeting Minutes

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

The Early Warning System will be monitored for fidelity by student performance data, RTI meetings, MT meetings

Person Responsible

Charanda Reshard

Schedule

Quarterly, from 10/1/2014 to 4/30/2015

Evidence of Completion

RTI Team Meeting Agenda, RTI documentation, student performance data

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

The Early Warning System will be monitored by RTI meetings, MT meetings, RTI documentation

Person Responsible

Charanda Reshard

Schedule

Quarterly, from 10/1/2014 to 4/30/2015

Evidence of Completion

RTI Team Meeting Agenda, RTI documentation, student performance data

G3.B2.S2 Revise the current RTI Procedures Manual. 4

S128859

Strategy Rationale

To accurately outline RTI procedures so that all staff know their responsibilities.

Action Step 1 5

Get clarification on the current revision procedures

Person Responsible

Charanda Reshard

Schedule

On 10/10/2014

Evidence of Completion

New revision information update documentation

Action Step 2 5

Revise the RTI Tier II manual

Person Responsible

Charanda Reshard

Schedule

On 10/17/2014

Evidence of Completion

Revised RTI manual

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

Principal observation of completed revised RTI manual.

Person Responsible

Kenya Griffin

Schedule

Daily, from 10/13/2014 to 10/17/2014

Evidence of Completion

Completed revised RTI manual

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

Principal observation of completed revised RTI manual.

Person Responsible

Kenya Griffin

Schedule

On 10/17/2014

Evidence of Completion

Completed revised RTI manual

G3.B2.S3 Hire a part-time tutor to provide reading and math Tier II intervention `4`

🔑 S129655

Strategy Rationale

More intervention staff are needed to increase the opportunities for students to receive RTI intervention services

Action Step 1 `5`

Hire a Title I tutor to provide Tier II interventions

Person Responsible

Kenya Griffin

Schedule

On 10/17/2014

Evidence of Completion

School Organizational Chart

Action Step 2 5

Implement the tutors in Tier II instruction.

> **Person Responsible**
>
> Kate Richardson
>
> **Schedule**
>
> On 6/5/2015
>
> ***Evidence of Completion***
>
> RTI documentation

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

The tutors will be monitored through RTI Team meetings and student performance data.

> **Person Responsible**
>
> Kenya Griffin
>
> **Schedule**
>
> Monthly, from 11/1/2014 to 6/5/2015
>
> ***Evidence of Completion***
>
> RTI Team meeting agenda and minutes, MT Team meeting agenda minutes, RTI documentation, student performance data

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

The tutors will be monitored through RTI Team meetings, MT Team meetings, and student performance data.

> **Person Responsible**
>
> Kenya Griffin
>
> **Schedule**
>
> On 6/5/2015
>
> ***Evidence of Completion***
>
> RTI Team meeting agenda and minutes, MT Team meeting agenda minutes, RTI documentation, student performance data

G3.B3 Insufficient structure for increasing the language and academic proficiency in the ESOL population. 2

B116991

G3.B3.S1 Secure and implement the Rosetta Stone software for all 2nd-5th grade Level 1 and select Level 2 students. 4

S128914

Strategy Rationale

To increase language proficiency to promote the academic growth in English Language Learners.

Action Step 1 5

Secure the Rosetta Stone software for all 2nd-5th grade Level 1 and select Level 2 students.

Person Responsible

Kenya Griffin

Schedule

On 6/5/2015

Evidence of Completion

Purchase documentation

Action Step 2 5

Implement the Rosetta Stone software for all 2nd-5th grade Level 1 and select Level 2 students.

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

Student performance data

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

The Rosetta Stone software will be monitored for fidelity of implementation through teacher observation as well as teacher and student conferencing feedback.

Person Responsible

Schedule

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

Evidence of Completion

Student performance data, conference logs

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

The program will be monitored for effectiveness through student performance data

Person Responsible

Charanda Reshard

Schedule

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

Evidence of Completion

Cella test scores, classroom performance data, student demonstration of language proficiency

G3.B3.S2 Incorporate an ESOL push-in instructional model vs a pull-out model. `4`

S128915

Strategy Rationale

To increase the integration of regular classroom activities into the instructional practices.

Action Step 1 `5`

Create a list of students who need to schedule for push-in ESOL instruction.

Person Responsible

Charanda Reshard

Schedule

On 6/5/2015

Evidence of Completion

List of ESOL students

Action Step 2 `5`

Collaboration with classroom teachers to discuss and plan for ESOL push-in model.

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

Collaboration time minutes

Action Step 3 `5`

Student reception ESOL push-in services.

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

ESOL teacher documentation, lesson plans, student annual evaluations

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

The ESOL push-in model will be monitored through student performance data, teacher collaboration minutes, classroom observations.

Person Responsible

Schedule

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

Evidence of Completion

Student performance data, teacher documentation, teacher collaboration minutes

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

The ESOL push-in model will be monitored for effectiveness through the use of student performance data, teacher observations, teacher documentation, RTI Team meetings, and MT meetings.

Person Responsible

Schedule

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

Evidence of Completion

Teacher documentation, student performance data, teacher observations, RTI and MT Team meetings agenda and minutes

G3.B3.S3 Provide ESOL professional development opportunities for staff. 4

S128952

Strategy Rationale

To increase the knowledge and use of ESOL strategies as the ESOL demographics continue to increase within the school.

Action Step 1 5

Complete a PD regarding knowledge, resources, and implementation of ESOL strategies.

Person Responsible

Charanda Reshard

Schedule

On 9/10/2014

Evidence of Completion

agenda and sign-in sheet

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

ESOL professional development opportunities will be monitored for fidelity through classroom walk-throughs, teacher observations, student performance data.

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

PD Agenda, sign-in sheet, classroom walk-through feedback forms, teacher observation feedback forms, student performance data

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 `7`

ESOL professional development opportunities will be monitored for effectiveness through classroom walk-throughs, teacher observations, student performance data.

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

PD Agenda, sign-in sheet, classroom walk-through feedback forms, teacher observation feedback forms, student performance data

G3.B3.S4 Modeling by District Specialist `4`

S128953

Strategy Rationale

To increase the knowledge and understanding of how to implement effective ESOL strategies.

Action Step 1 `5`

District specialist will model effective ESOL strategies and share knowledge and resources with classroom teachers.

Person Responsible

Kenya Griffin

Schedule

On 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S4 `6`

District Specialist development opportunities will be monitored for fidelity through classroom modeling of effective interventions and strategies for ESOL students.

Person Responsible

Kenya Griffin

Schedule

On 6/5/2015

Evidence of Completion

Student performance data and increase in language proficiency

Plan to Monitor Effectiveness of Implementation of G3.B3.S4 `7`

Person Responsible

Kenya Griffin

Schedule

On 6/5/2015

Evidence of Completion

Student performance data and language proficency

G3.B3.S5 Provide professional development to staff on WIDA standards. [4]

S128954

Strategy Rationale

To increase the knowledge and understanding of WIDA as it relates to student academic growth success.

Action Step 1 [5]

Provide professional development to staff on WIDA standards.

Person Responsible

Charanda Reshard

Schedule

On 10/6/2014

Evidence of Completion

PD agenda and minutes

Plan to Monitor Fidelity of Implementation of G3.B3.S5 [6]

Lesson plan checks, classroom walk-throughs and observations

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

Lesson plan checks, classroom walk-throughs and observation feedback

Plan to Monitor Effectiveness of Implementation of G3.B3.S5 `7`

Lesson plan checks, classroom walk-throughs and observations

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

Lesson plan checks, classroom walk-throughs and observation feedback

G3.B3.S6 Secure an additional home-language ESOL paraprofessional. `4`

🔑 S128955

Strategy Rationale

To expand the scope of ESOL support based on data increases on home-language needs.

Action Step 1 `5`

Hire an additional home-language ESOL paraprofessional.

Person Responsible

Kenya Griffin

Schedule

On 10/1/2014

Evidence of Completion

New employee

Action Step 2 5

Implement a new home-language ESOL paraprofessional through teacher collaboration planning time and scheduling of students.

Person Responsible

Kenya Griffin

Schedule

On 10/1/2014

Evidence of Completion

Teacher collaboration minutes, schedule, teacher documentation

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S6 6

Teacher collaboration minutes, teacher schedules, student performance data RTI Team meetings, MT Team meetings.

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

Teacher collaboration minutes, teacher schedules, student performance data.

Plan to Monitor Effectiveness of Implementation of G3.B3.S6 `7`

Teacher collaboration minutes, teacher schedules, student performance data, RTI Team meetings, MT Team meetings.

Person Responsible

Kenya Griffin

Schedule

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

Evidence of Completion

Teacher collaboration minutes, teacher schedules, student performance data.

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.B2.S1.A1	Complete PD Overview of Four Pillars of Excellent Instruction	Griffin, Kenya	9/10/2014	Agenda and Signature Page of PD sign-in sheet	9/10/2014 one-time
G1.B2.S2.A1	Meet with Instructional Support Team to set up parameters for Four Pillars Lesson Study on Rigorous Content	Griffin, Kenya	9/26/2014	Instructional Support Team Agenda and Minutes	9/30/2014 weekly
G1.B5.S1.A1	Complete a PD Overview of the 8 Mathematical Practices Standards	Jensen, Martin	10/8/2014	Agenda and sign-in sheet	10/8/2014 one-time
G1.B5.S2.A1	Provide a PLC during our Wednesday Wow days in our implementation of center rotations.	Jensen, Martin	9/10/2014	Agenda and sign-in sheet.	9/17/2014 one-time
G3.B1.S1.A1	Complete a PD overview of the SEAS Software and PMP process.	Reshard, Charanda	11/19/2014	Agenda and sign-in sheet	11/19/2014 one-time
G1.B5.S3.A1	Complete a PD Overview of creating/ using and evaluating performance tasks in instruction and assessment.	Jensen, Martin	10/22/2014	Agenda and sign-in sheet.	10/22/2014 one-time
G3.B2.S1.A1	Use the following automatic triggers to determine placement in RTI: 1) Retention,) Previous Year's Placement in RTI, 3) FCAT Level 1 and Lower 25% of Level 2 for Reading or Math, 4) Acquisition of less than 7 letters by September 30 for Kindergarten students, 7) Not being able to write and/or count to 5 for Kindergarten students, 8) Attaining grades of D/F or N/U in reading or mathematics, 9) attaining less than 35% on a CGA	Griffin, Kenya	10/1/2014	RTI Team Meeting Agenda and Minutes	4/30/2015 quarterly
G3.B3.S1.A1	Secure the Rosetta Stone software for all 2nd-5th grade Level 1 and select Level 2 students.	Griffin, Kenya	10/1/2014	Purchase documentation	6/5/2015 one-time
G3.B1.S3.A1	The Interventionist and/or ESE teacher will assess, schedule, analyze student data and conference with classroom teachers to establish strategic student groupings.	Richardson, Kate	9/1/2014	RTI Paperwork, ESE lesson plans	4/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S4.A1	Provide PLC for Overview of effective lesson planning using the new CLG.	Jensen, Martin	8/27/2014	Agenda and sign-in sheet	9/3/2014 one-time
G3.B3.S3.A1	Complete a PD regarding knowledge, resources, and implementation of ESOL strategies.	Reshard, Charanda	9/10/2014	agenda and sign-in sheet	9/10/2014 one-time
G3.B2.S3.A1	Hire a Title I tutor to provide Tier II interventions	Griffin, Kenya	9/29/2014	School Organizational Chart	10/17/2014 one-time
G3.B3.S2.A1	Create a list of students who need to schedule for push-in ESOL instruction.	Reshard, Charanda	10/1/2014	List of ESOL students	6/5/2015 one-time
G3.B3.S6.A1	Hire an additional home-language ESOL paraprofessional.	Griffin, Kenya	10/1/2014	New employee	10/1/2014 one-time
G3.B3.S5.A1	Provide professional development to staff on WIDA standards.	Reshard, Charanda	10/6/2014	PD agenda and minutes	10/6/2014 one-time
G3.B2.S2.A1	Get clarification on the current revision procedures	Reshard, Charanda	10/10/2014	New revision information update documentation	10/10/2014 one-time
G3.B3.S4.A1	District specialist will model effective ESOL strategies and share knowledge and resources with classroom teachers.	Griffin, Kenya	10/6/2014		6/5/2015 one-time
G3.B1.S2.A1	Attain clarity regarding Tier II paperwork and procedures.	Reshard, Charanda	9/29/2014	Current Tier II information	10/3/2014 one-time
G2.B1.S1.A1	K-1 teachers will create or use an available baseline assessment that target phonemic awareness to utilize as a common assessment.	Johnson, Delores	8/18/2014	Samples of the created or identified assessment will be collected to demonstrate completion of this activity.	5/29/2015 every-6-weeks
G2.B1.S2.A1	Teachers will conduct running records.	Johnson, Delores	9/29/2014	To determine completion of this activity, data from running records will be collected for profile 1 and 2 students.	5/29/2015 monthly
G1.B1.S1.A1	Provide a PD on unpacking the new LAFS standards in relation to the new FSA Item Specifications.	Nevin, Marion	10/8/2014	Agenda and sign-in sheet	10/8/2014 one-time
G1.B1.S2.A1	Provide a PLC and Instructional Support, to help teachers with development of lesson plans using the GRRM.	Nevin, Marion	10/22/2014	Agenda and sign-in sheet	10/22/2014 one-time
G1.B1.S3.A1	Coach will implement the Word of the Week (WOW) program.	Nevin, Marion	9/3/2014		5/31/2015 weekly
G1.B1.S4.A1	A school-wide reading incentive program (Accelerated Reader) that encourages students to set goals in their daily reading.	Jones, Shantel	9/10/2014	Data of student achievement and use of the program is embedded in the Accelerated Reader internet program.	5/31/2015 daily
G1.B1.S5.A1	Provide PLC in effective conferencing in writing as it relates to the new LAFS	Nevin, Marion	11/5/2014	Agenda and sign-in sheet	11/5/2014 one-time
G1.B1.S6.A1	Implement Achieve 3000, Accelerated Reader, Reading Room usage, Scholastic News Weekly, Close Reading and Novel Studies.	Nevin, Marion	9/3/2014	Use of complex text daily by students	5/31/2015 daily
G1.B5.S5.A1	Incentive program for students becoming fluent in grade level standards in their math facts.	Jensen, Martin	10/1/2014	Provide weekly announcements and incentives to students who reach fact fluency goals.	5/31/2015 weekly
G1.B5.S6.A1	Provide a PD on unpacking the new MAFS standards in relation to the new FSA Item Specifications.	Jensen, Martin	10/8/2014	Agenda and sign-in sheet	10/8/2014 one-time
G2.B2.S1.A1	Teachers will utilize TDE days to complete assessments requiring one-on-one administration	Johnson, Delores	8/18/2014	Documentation such as leave forms or reports from Kelly Services will be collected as evidence of using TDE days to allow teachers to complete assessments in less time	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.A1	K-1 Teachers opt to take all Curriculum Guide Assessments on a trial basis in an effort to increase the frequency of relevant data sources	Johnson, Delores	9/24/2014	Testing schedules and student data will be collected as evidence.	9/25/2014 quarterly
G2.B3.S1.A1	A district facilitated Performance Matters training will be held at the school for teachers in need of training	Griffin, Kenya	8/13/2014	A sign-in sheet will serve as documentation	8/13/2014 one-time
G2.B3.S2.A1	Data coaching sessions will be made available upon teacher request	Griffin, Kenya	8/18/2014	Sign-in sheets or meeting notices will serve as evidence	5/29/2015 monthly
G2.B4.S1.A1	Running Records will be conducted for profile 1 and 2 students	Nevin, Marion	9/24/2014	Running records documentation from Reading A-Z will serve as evidence	5/29/2015 monthly
G2.B4.S2.A1	Professional Development will be provided on rigorous and standards aligned assessments	Johnson, Delores	10/29/2014	Agendas and Sign-in sheets	5/29/2015 quarterly
G1.B2.S2.A2	PLC Lesson Study on Rigorous Content	Nevin, Marion	10/1/2014	PLC Agenda and Work Products	11/5/2014 biweekly
G3.B2.S1.A2	Inform school staff of the Automatic Data Triggers and how they will be used	Reshard, Charanda	10/8/2014	Faculty Meeting Agenda	10/8/2014 one-time
G3.B2.S3.A2	Implement the tutors in Tier II instruction.	Richardson, Kate	11/1/2014	RTI documentation	6/5/2015 one-time
G3.B3.S2.A2	Collaboration with classroom teachers to discuss and plan for ESOL push-in model.	Griffin, Kenya	10/1/2014	Collaboration time minutes	6/5/2015 monthly
G3.B3.S1.A2	Implement the Rosetta Stone software for all 2nd-5th grade Level 1 and select Level 2 students.	Griffin, Kenya	10/1/2014	Student performance data	6/5/2015 daily
G3.B3.S6.A2	Implement a new home-language ESOL paraprofessional through teacher collaboration planning time and scheduling of students.	Griffin, Kenya	10/1/2014	Teacher collaboration minutes, schedule, teacher documentation	10/1/2014 one-time
G3.B2.S2.A2	Revise the RTI Tier II manual	Reshard, Charanda	10/13/2014	Revised RTI manual	10/17/2014 one-time
G3.B1.S2.A2	Provide professional development regarding the Implementation of revised Tier II paperwork and procedures.	Reshard, Charanda	10/8/2014	PD agenda and minutes	10/8/2014 one-time
G2.B2.S1.A2	K-5 teachers will teach students testing taking skills such as bubbling, logging in to take assessments, using a mouse to make selections in computer-based assessments, pre-teaching students how to use tools and resources in computer-based assessments.	Johnson, Delores	8/18/2014	Agendas, Sign-in sheets, copies of PD delivered electronically	5/29/2015 daily
G1.B2.S2.A3	PLC Lesson Study on Student Demonstration of Knowledge	Nevin, Marion	11/5/2014	PLC Agenda and Work Products	12/10/2014 biweekly
G3.B2.S1.A3	Conduct monthly RTI Team meetings to review early warning data collected	Reshard, Charanda	10/6/2014	RTI Team Meeting Minutes	6/5/2015 monthly
G3.B3.S2.A3	Student reception ESOL push-in services.	Griffin, Kenya	10/1/2014	ESOL teacher documentation, lesson plans, student annual evaluations	6/5/2015 weekly
G3.B3.S6.A3	[no content entered]			one-time	
G1.B2.S2.A4	PLC Lesson Study on Student Engagement	Nevin, Marion	10/1/2014	PLC Agenda and Work Products	11/5/2014 biweekly
G1.MA1	CGA1 and i-ready diagnostic will be analyzed.	Jensen, Martin	10/1/2014	CGA1 and i-ready	10/29/2014 one-time
G1.MA2	CGA2 and i-ready winter diagnostic will be analyzed.	Griffin, Kenya	1/31/2015	CGA2 and i-ready winter diagnostic	2/28/2015 one-time
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.MA1	Focus walk-through by instructional support staff and collaboration/support/modeling with math coach to help implementation of mathematical practices.	Jensen, Martin	10/29/2014	Coach will use mathematical practice graphic organizer to document evidence of practices seen in classroom focus walk-throughs.	10/29/2014 one-time
G1.B5.S1.MA1	An agenda will be created with a participant sign-in sheet.	Jensen, Martin	10/8/2014	Sign-in sheet and Agenda	10/8/2014 one-time
G1.B1.S1.MA1	Focus walk-through by instructional support staff and collaboration/support/modeling with reading coach.	Nevin, Marion	10/22/2014	walk-throughs, coaching cycle.	10/22/2014 one-time
G1.B1.S1.MA1	An agenda will be created with a participant sign-in sheet.	Nevin, Marion	10/8/2014	Agenda and sign-in sheet	10/8/2014 one-time
G1.B2.S2.MA1	CGA 2 (Reading, Math, and Science) and iReady Data will be analyzed	Griffin, Kenya	12/3/2014	CGA 2 Data Report and iReady Data Report	12/19/2014 one-time
G1.B2.S2.MA3	CGA 3 (Reading, Math, and Science) and iReady Data will be analyzed	Griffin, Kenya	2/4/2015	CGA 2 Data Report and iReady Data Report	2/25/2015 one-time
G1.B2.S2.MA1	Instructional Walkthroughs will be conducted to provide feedback on all Four Pillars of Excellent Instruction	Griffin, Kenya	11/5/2014	Instructional Walkthrough Rubrics	4/29/2015 monthly
G1.B5.S2.MA1	Coach will provide support through walk-throughs, and with collaboration, data analysis and planning in implementing centers.	Jensen, Martin	9/24/2014	Walk-throughs and lesson plan checks	10/31/2014 weekly
G1.B5.S2.MA1	An agenda will be created with a participant sign-sheet.	Jensen, Martin	9/10/2014	Agenda and sign-in sheet.	9/17/2014 one-time
G1.B1.S2.MA1	Coach will provide support through walk-throughs, and with collaboration in planning effective lessons using the GRRM.	Nevin, Marion	10/22/2014	Walk-throughs and observations	10/22/2014 one-time
G1.B1.S2.MA1	An agenda will be created with a participant sign-sheet.	Nevin, Marion	10/22/2014	Agenda and sign-in sheet	10/22/2014 one-time
G1.B5.S3.MA1	Seeing performance tasks in centers, assessments and lesson plans	Griffin, Kenya	11/5/2014	Walk-throughs, lesson plan checks	11/5/2014 one-time
G1.B5.S3.MA1	An agenda will be created as well as a participant sign-in sheet.	Jensen, Martin	10/22/2014	Agenda and sign-in sheet	10/22/2014 one-time
G1.B1.S3.MA1	Incentives are given to students who use the WOW accurately in conversation and academic work.	Nevin, Marion	9/3/2014	Teacher fidelity and daily observations and rewards.	5/31/2015 daily
G1.B1.S3.MA1	The Reading Coach will display Word of the Week on the bulletin board, using definitions, synonyms and antonyms. Word announced daily with incentives for students using the word in their work and academic conversation.	Nevin, Marion	9/3/2014	Bulletin board, daily school-wide announcements, and accountability by teachers.	5/31/2015 weekly
G1.B5.S4.MA1	Lesson plans will be checked	Griffin, Kenya	9/17/2014	Lesson plans and walk-throughs to see fidelity of lesson plans.	4/30/2015 weekly
G1.B5.S4.MA1	An agenda will be created as well as a participant sign-in sheet	Jensen, Martin	8/27/2014	Agenda and sign-in sheet	9/3/2014 one-time
G1.B1.S4.MA1	Teachers check their reading logs and data online.	Jones, Shantel	9/25/2014	Reading logs and online data	5/31/2015 weekly
G1.B1.S4.MA1	Students keep daily reading logs and take AR tests to earn points toward reaching their reading goals.	Jones, Shantel	9/10/2014	Data from AR website	5/31/2015 daily
G1.B1.S5.MA1	Coach will provide support through walk-throughs, and with collaboration in implementing effective conferencing.	Nevin, Marion	11/19/2014	Walk-throughs and observations and writing journals/anecdotal notes	11/19/2014 one-time
G1.B1.S5.MA1	An agenda will be created with a participant sign-sheet.		11/5/2014	Agenda and sign-in sheet	11/5/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S5.MA1	Math coach will monitor data on xtramath website.	Jensen, Martin	10/1/2014	online data/ teacher data	5/31/2015 weekly
G1.B5.S5.MA1	Math coach will have weekly incentives for students achieving math facts goals.	Jensen, Martin	10/1/2014	incentives given, certificates, data	5/31/2015 weekly
G1.B1.S6.MA1	Walk-throughs, lesson plan checks and observations will be conducted.	Griffin, Kenya	9/3/2014	Walk-throughs, lesson plan checks, observations	5/31/2015 weekly
G1.B1.S6.MA1	Teachers will utilize these programs in their daily instruction.	Griffin, Kenya	9/3/2014	Student logs, online data of student usage, classroom work	5/31/2015 weekly
G1.B5.S6.MA1	Focus walk-through by instructional support staff and collaboration/support/ modeling with Math coach.	Jensen, Martin	10/22/2014	Walk-throughs and coaching cycle	10/22/2014 one-time
G1.B5.S6.MA1	An agenda will be created with a participant sign-in sheet.	Jensen, Martin	10/8/2014	Agenda and sign-in sheet	10/8/2014 one-time
G2.MA1	To determine progress towards the goal and/or target, student data will be collected from the assessment administrations.	Johnson, Delores	10/29/2014	Student data will be collected from the assessment administrations.	5/29/2015 monthly
G2.B1.S1.MA1	To monitor and support the effectiveness of the implementation, data will be collected and data chats will be conducted.	Johnson, Delores	9/29/2014	The evidence to be collected will be agendas and sign in sheets from data chats along with data from the administered assessments.	5/29/2015 semiannually
G2.B1.S1.MA1	To monitor and support the fidelity of implementation, K-1 teachers will develop a common timeline for administering the assessment.	Johnson, Delores	9/29/2014	To demonstrate the action plan for the strategy was monitored and whether it is being implemented with fidelity, the timelines will be collected along with data from administration.	5/29/2015 semiannually
G2.B2.S1.MA1	Administration will observe the process and monitor daily tested rates	Johnson, Delores	9/25/2014	Daily Tested Tracking sheets will serve as evidence for monitoring the implementation	5/29/2015 quarterly
G2.B2.S1.MA1	Administration will observe the process and monitor the daily tested rates of assessments		8/18/2014	Daily Tested Tracking sheets will serve as evidence for monitoring the implementation	5/29/2015 quarterly
G2.B3.S1.MA1	Data chats will be conducted	Griffin, Kenya	9/29/2014	Observations and documentation of using data to make instructional decisions	5/29/2015 quarterly
G2.B3.S1.MA1	Data chats will be conducted	Griffin, Kenya	10/29/2014	Observations and documentation of using data to make instructional decisions	5/29/2015 quarterly
G2.B4.S1.MA1	Observations of teachers conducting running records will be conducted	Johnson, Delores	9/24/2014	Observations and feedback instruments, Running records and student data will serve as evidence	5/29/2015 monthly
G2.B4.S1.MA1	Observations of teachers conducting running records will be conducted	Johnson, Delores	9/26/2014	Observations and feedback instruments, Running records and student data will serve as evidence	5/29/2015 monthly
G2.B1.S2.MA1	To monitor and support the effectiveness, observations will be conducted and student data will be monitored.	Johnson, Delores	9/26/2014	Student data will be monitored and observations will be conducted.	5/29/2015 monthly
G2.B1.S2.MA1	To monitor and support the fidelity of implementation, observations will be conducted and running record documentation will be reviewed.	Johnson, Delores	10/29/2014	Documentation from observations and samples of running records will be collected.	5/29/2015 monthly
G2.B2.S2.MA1	To determine the effectiveness of the implementation, administration will observe the process and meet with teacher for roundtable discussion	Johnson, Delores	9/26/2014	Agendas and meeting minutes will serve as evidence	5/29/2015 quarterly
G2.B2.S2.MA1	K-1 teachers will administers additional CGAs between the baseline and post CGAs.	Johnson, Delores	9/25/2014	Testing schedules and student data will serve as evidence.	9/25/2014 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.MA1	Data chats will be conducted	Griffin, Kenya	10/29/2014	Sign-in sheets and documentation of data based decision making	5/29/2015 quarterly
G2.B3.S2.MA1	Data chats will be conducted	Griffin, Kenya	10/29/2014	Sign-in sheets will serve as evidence	5/29/2015 quarterly
G2.B4.S2.MA1	Data chats will be conducted	Griffin, Kenya	10/29/2014	Student data and evidence of item analysis from assessments will serve as evidence	5/29/2015 quarterly
G2.B4.S2.MA1	Observations will be conducted	Griffin, Kenya	10/29/2014	Observations will serve as evidence	5/29/2015 quarterly
G3.MA1	RTI Team meetings and MT Team meetings, RTI documentation	Griffin, Kenya	10/17/2014	RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork	10/17/2014 monthly
G3.MA1	[no content entered]			one-time	
G3.MA1	[no content entered]			one-time	
G3.MA1	[no content entered]			one-time	
G3.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	Principal will conduct PMP checks using SEAS system.	Griffin, Kenya	11/19/2014	Student PMP's	1/31/2015 one-time
G3.B1.S1.MA1	An agenda will be created with a participant sign-sheet.	Griffin, Kenya	11/19/2014	Agenda and sign-in sheet	11/19/2014 one-time
G3.B2.S1.MA1	The Early Warning System will be monitored by RTI meetings, MT meetings, RTI documentation	Reshard, Charanda	10/1/2014	RTI Team Meeting Agenda, RTI documentation, student performance data	4/30/2015 quarterly
G3.B2.S1.MA1	The Early Warning System will be monitored for fidelity by student performance data, RTI meetings, MT meetings	Reshard, Charanda	10/1/2014	RTI Team Meeting Agenda, RTI documentation, student performance data	4/30/2015 quarterly
G3.B3.S1.MA1	The program will be monitored for effectiveness through student performance data	Reshard, Charanda	10/1/2014	Cella test scores, classroom performance data, student demonstration of language proficiency	6/5/2015 quarterly
G3.B3.S1.MA1	The Rosetta Stone software will be monitored for fidelity of implementation through teacher observation as well as teacher and student conferencing feedback.		10/1/2014	Student performance data, conference logs	6/5/2015 quarterly
G3.B1.S2.MA1	RTI Team meetings and MT Team meetings, RTI documentation	Reshard, Charanda	10/13/2014	RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork	6/5/2015 monthly
G3.B1.S2.MA1	RTI Team meetings and MT Team meetings, RTI documentation	Reshard, Charanda	10/13/2014	RTI Team agenda and minutes, MT Team agenda and paperwork, RTI paperwork	6/5/2015 monthly
G3.B2.S2.MA1	Principal observation of completed revised RTI manual.	Griffin, Kenya	10/17/2014	Completed revised RTI manual	10/17/2014 one-time
G3.B2.S2.MA1	Principal observation of completed revised RTI manual.	Griffin, Kenya	10/13/2014	Completed revised RTI manual	10/17/2014 daily
G3.B3.S2.MA1	The ESOL push-in model will be monitored for effectiveness through the use of student performance data, teacher observations, teacher documentation, RTI Team meetings, and MT meetings.		10/1/2014	Teacher documentation, student performance data, teacher observations, RTI and MT Team meetings agenda and minutes	6/5/2015 monthly
G3.B3.S2.MA1	The ESOL push-in model will be monitored through student performance data, teacher collaboration minutes, classroom observations.		10/1/2014	Student performance data, teacher documentation, teacher collaboration minutes	6/5/2015 monthly
G3.B1.S3.MA1	Analyzed student performance data using SEAS and Performance Matters software.	Griffin, Kenya	11/1/2014	Student performance data, RTI documentation	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
G3.B1.S3.MA1	RTI meetings, MRT meetings, RTI paperwork documentation, ESE lesson plans	Griffin, Kenya	8/25/2014	RTI documentation, ESE lesson plans, IEPs	5/31/2015 one-time
G3.B3.S3.MA1	ESOL professional development opportunities will be monitored for effectiveness through classroom walk-throughs, teacher observations, student performance data.	Griffin, Kenya	9/10/2014	PD Agenda, sign-in sheet, classroom walk-through feedback forms, teacher observation feedback forms, student performance data	6/5/2015 monthly
G3.B3.S3.MA1	ESOL professional development opportunities will be monitored for fidelity through classroom walk-throughs, teacher observations, student performance data.	Griffin, Kenya	9/10/2014	PD Agenda, sign-in sheet, classroom walk-through feedback forms, teacher observation feedback forms, student performance data	6/5/2015 monthly
G3.B2.S3.MA1	The tutors will be monitored through RTI Team meetings, MT Team meetings, and student performance data.	Griffin, Kenya	11/1/2014	RTI Team meeting agenda and minutes, MT Team meeting agenda minutes, RTI documentation, student performance data	6/5/2015 one-time
G3.B2.S3.MA1	The tutors will be monitored through RTI Team meetings and student performance data.	Griffin, Kenya	11/1/2014	RTI Team meeting agenda and minutes, MT Team meeting agenda minutes, RTI documentation, student performance data	6/5/2015 monthly
G3.B3.S4.MA1	[no content entered]	Griffin, Kenya	10/6/2014	Student performance data and language proficiency	6/5/2015 one-time
G3.B3.S4.MA1	District Specialist development opportunities will be monitored for fidelity through classroom modeling of effective interventions and strategies for ESOL students.	Griffin, Kenya	10/6/2014	Student performance data and increase in language proficency	6/5/2015 one-time
G3.B3.S5.MA1	Lesson plan checks, classroom walk-throughs and observations	Griffin, Kenya	10/6/2014	Lesson plan checks, classroom walk-throughs and observation feedback	6/5/2015 monthly
G3.B3.S5.MA1	Lesson plan checks, classroom walk-throughs and observations	Griffin, Kenya	10/6/2014	Lesson plan checks, classroom walk-throughs and observation feedback	6/5/2015 monthly
G3.B3.S6.MA1	Teacher collaboration minutes, teacher schedules, student performance data, RTI Team meetings, MT Team meetings.	Griffin, Kenya	10/1/2014	Teacher collaboration minutes, teacher schedules, student performance data.	6/5/2015 monthly
G3.B3.S6.MA1	Teacher collaboration minutes, teacher schedules, student performance data RTI Team meetings, MT Team meetings.	Griffin, Kenya	10/1/2014	Teacher collaboration minutes, teacher schedules, student performance data.	6/5/2015 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. All students will receive a standards-driven curriculum that addresses the following Four Pillars of Excellent Instruction: Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement.

G1.B1 Lack of Knowledge of New Common Core/Language Arts Florida Standards (LAFS)

G1.B1.S1 Provide professional development on how to unpack the new LAFS standards in relation to the new FSA Item Specifications.

PD Opportunity 1

Provide a PD on unpacking the new LAFS standards in relation to the new FSA Item Specifications.

Facilitator

Nevin, Marion

Participants

Language Arts Teachers

Schedule

On 10/8/2014

G1.B1.S2 Continue efforts at developing planning for gradual release of responsibility model with the new LAFS standards

PD Opportunity 1

Provide a PLC and Instructional Support, to help teachers with development of lesson plans using the GRRM.

Facilitator

Nevin, Marion

Participants

Language Arts Teachers

Schedule

On 10/22/2014

G1.B1.S5 Provide professional development to increase the amount and quality of teacher-student conferencing in writing.

PD Opportunity 1

Provide PLC in effective conferencing in writing as it relates to the new LAFS

Facilitator

Nevin, Marion

Participants

All Teachers

Schedule

On 11/5/2014

G1.B2 Lack of Knowledge of Four Pillars of Excellent Instruction (Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement)

G1.B2.S1 Provide Professional Development Overview of the Four Pillars of Excellent Instruction

PD Opportunity 1

Complete PD Overview of Four Pillars of Excellent Instruction

Facilitator

Kenya Griffin, Principal

Participants

All Faculty

Schedule

On 9/10/2014

G1.B2.S2 Complete PLC Lesson Study on the best practices within each of the Four Pillars

PD Opportunity 1

PLC Lesson Study on Rigorous Content

Facilitator

Marion Nevin

Participants

All K-5 Teachers, Varying Exceptionalities Teachers

Schedule

Biweekly, from 10/1/2014 to 11/5/2014

PD Opportunity 2

PLC Lesson Study on Student Demonstration of Knowledge

Facilitator

Marion Nevin

Participants

All K-5 Teachers, Varying Exceptionalities Teachers

Schedule

Biweekly, from 11/5/2014 to 12/10/2014

PD Opportunity 3

PLC Lesson Study on Student Engagement

Facilitator

Marion Nevin

Participants

All K-5 Teachers, Varying Exceptionalities Teachers

Schedule

Biweekly, from 10/1/2014 to 11/5/2014

G1.B5 Lack of Knowledge of New Common Core/Mathematics Florida Standards (MAFS)

G1.B5.S1 Provide Professional Development for the Implementation of the Eight Mathematical Standards.

PD Opportunity 1

Complete a PD Overview of the 8 Mathematical Practices Standards

Facilitator

Jensen, Martin

Participants

All Math teachers

Schedule

On 10/8/2014

G1.B5.S2 Provide a PLC and Instructional Support, to help teachers with collaboration, data analysis and planning in implementing centers in the mathematical instructional framework.

PD Opportunity 1

Provide a PLC during our Wednesday Wow days in our implementation of center rotations.

Facilitator

Jensen, Martin

Participants

Math Teachers

Schedule

On 9/17/2014

G1.B5.S3 Provide Professional Development with using performance tasks in classroom instruction and assessment in mathematics.

PD Opportunity 1

Complete a PD Overview of creating/using and evaluating performance tasks in instruction and assessment.

Facilitator

Jensen, Martin

Participants

Math Teachers

Schedule

On 10/22/2014

G1.B5.S4 Provide PLCs where effective lesson planning using the new Curriculum Learning Guides may occur.

PD Opportunity 1

Provide PLC for Overview of effective lesson planning using the new CLG.

Facilitator

Jensen, Martin

Participants

Math Teachers

Schedule

On 9/3/2014

G1.B5.S6 Provide a PD on unpacking the new MAFS standards in relation to the new FSA Item Specifications.

PD Opportunity 1

Provide a PD on unpacking the new MAFS standards in relation to the new FSA Item Specifications.

Facilitator

Jensen, Martin

Participants

Math Teachers

Schedule

On 10/8/2014

G2. Instructional decisions will be made based on data from a variety of sources.

G2.B1 Not Enough Data Sources

G2.B1.S2 K-5 teachers will assess student fluency at regular intervals.

PD Opportunity 1

Teachers will conduct running records.

Facilitator

Assistant Principal, Reading Coach, Reading Interventionists, and Expert Teacher

Participants

K-5 teachers

Schedule

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

G2.B2 The amount of time spent conducting assessments and time between assessments

G2.B2.S1 Decrease the amount of time needed to complete assessments

PD Opportunity 1

K-5 teachers will teach students testing taking skills such as bubbling, logging in to take assessments, using a mouse to make selections in computer-based assessments, pre-teaching students how to use tools and resources in computer-based assessments.

Facilitator

Assistant Principal, Reading Coach, Math Coach, Reading Interventionist, or Expert Teacher

Participants

k-5 Teachers

Schedule

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

G2.B3 Lack of Teacher Expertise in Analyzing Data

G2.B3.S1 Teachers will be trained on how to utilize Performance Matters to access and manipulate data

PD Opportunity 1

A district facilitated Performance Matters training will be held at the school for teachers in need of training

Facilitator

DAT Specialist

Participants

K-5 teachers

Schedule

On 8/13/2014

G2.B3.S2 Teachers will be provided opportunities to receive non-evaluative feedback on their data monitoring practices

PD Opportunity 1

Data coaching sessions will be made available upon teacher request

Facilitator

Principal, Assistant Principal, Reading Coach, or Math Coach

Participants

K-5 Teachers

Schedule

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

G2.B4 Lack of school-wide standards or system for formative assessments

G2.B4.S1 School will adopt school-level standards and definitions for formative assessments

PD Opportunity 1

Running Records will be conducted for profile 1 and 2 students

Facilitator

Assistant Principal, Reading Coach, Reading Interventionist, or Expert Teachers

Participants

K-5 Teachers

Schedule

Monthly, from 9/24/2014 to 5/29/2015

G2.B4.S2 Opportunity for professional development and discussion of school-wide standards for formative assessment

PD Opportunity 1

Professional Development will be provided on rigorous and standards aligned assessments

Facilitator

Principal, Assistant Principal, Reading Coach, or Math Coach

Participants

K-5 teachers

Schedule

Quarterly, from 10/29/2014 to 5/29/2015

G3. All students will receive high-quality interventions that meet their needs and are proactively implemented.

G3.B1 Insufficient time and lack of understanding of intervention documentation.

G3.B1.S1 Provide professional development on the Tier III implementation of SEAS software, including student PMP's.

PD Opportunity 1

Complete a PD overview of the SEAS Software and PMP process.

Facilitator

Reshard and Richardson

Participants

School faculty

Schedule

On 11/19/2014

G3.B1.S2 Attain paperwork clarity regarding Tier II students.

PD Opportunity 1

Provide professional development regarding the Implementation of revised Tier II paperwork and procedures.

Facilitator

Reshard

Participants

All Instructional Staff

Schedule

On 10/8/2014

Technical Assistance Items

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

G2. Instructional decisions will be made based on data from a variety of sources.

G2.B1 Not Enough Data Sources

G2.B1.S1 K-1 teachers will create or use a baseline assessment on phonemic awareness.

PD Opportunity 1

K-1 teachers will create or use an available baseline assessment that target phonemic awareness to utilize as a common assessment.

Facilitator

Delores Johnson

Participants

Reading Coach, Reading Interventionist, Kindergarten teachers, and First grade teachers

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

G2.B2 The amount of time spent conducting assessments and time between assessments

G2.B2.S2 Increase the frequency of assessments measuring benchmarks driving daily instruction

PD Opportunity 1

K-1 Teachers opt to take all Curriculum Guide Assessments on a trial basis in an effort to increase the frequency of relevant data sources

Facilitator

Assistant Principal, Reading Coach, and Math Coach

Participants

K-1 Teachers

Schedule

Quarterly, from 9/24/2014 to 9/25/2014

Budget Rollup

Summary	
Description	**Total**
Goal 1: All students will receive a standards-driven curriculum that addresses the following Four Pillars of Excellent Instruction: Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement.	4,400
Goal 3: All students will receive high-quality interventions that meet their needs and are proactively implemented.	9,650
Grand Total	**14,050**

Goal 1: All students will receive a standards-driven curriculum that addresses the following Four Pillars of Excellent Instruction: Rigorous Content, Student Demonstration of Knowledge, Student Ownership, and Student Engagement.		
Description	**Source**	**Total**
B1.S4.A1 - Dollar General Literacy Grant for purpose of purchasing Accelerated Reader and STAR reading assessment $3200	Other	3,200
B1.S4.A1 - Incentives for Students	Other	600
B2.S2.A2 - $50-100 for Miscellaneous Materials	General Fund	0
B2.S2.A3 - $50-100 for Miscellaneous Materials	General Fund	0
B2.S2.A4 - $50-100 for Miscellaneous Materials	General Fund	0
B5.S5.A1 - Incentives for Student Rewards	Other	600
Total Goal 1		**4,400**

Goal 3: All students will receive high-quality interventions that meet their needs and are proactively implemented.		
Description	**Source**	**Total**
B2.S3.A1 - Approximate Cost: $8500	Title I Part A	8,500
B3.S1.A1 - 10 Rosetta Stone Licenses @ $65 each	General Fund	1,150
B3.S1.A1 - 25 Microphone headsets @ $20 each	General Fund	0
Total Goal 3		**9,650**