

North Shore Elementary



2014-15 School Improvement Plan

North Shore Elementary

5701 SILVER PLZ, Jacksonville, FL 32208

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
85%

Alternative/ESE Center
No

Charter School
No

Minority
92%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

North Shore's mission is to provide educational excellence in EVERY school, in EVERY classroom, for EVERY student, EVERY day.

Provide the school's vision statement

North Shore's vision is that Every student is inspired and prepared for success in college or a career, and life.

School Environment

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

Classroom teachers conduct a "needs assessment" that includes information pertaining to the students' likes/dislikes as well as their learning style.

The school disaggregated the TNTP and Climate surveys to get a better understanding of the students' needs. Teachers then used vertical articulation to decide on the best class placement for each student based on their experience with the student the previous year.

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

North Shore has a full-time security guard that patrols the school's grounds and follows the CHAMPS/ Foundations plan throughout the building in every subject, everywhere in the school.

Before school, students are lined in (by grade level) in front of the school. Security watches them until the cafeteria doors open at 8:00 for breakfast. Once in the cafeteria, students are seated at their assigned tables and retrieved by their HR teacher.

During the school day, security patrols the grounds by checking classroom doors 3-5 times per day as well as the exterior doors and gates, to ensure that they are locked.

After school, the teachers, students and parents follow a comprehensive dismissal process that allows for specific students to report to specific dismissal areas.

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

North Shore follows the District's comprehensive behavioral plan. In addition, teachers have been provided a discipline folder and log to contact parents when discipline problems/issues occur.

Teachers on each grade have an in-class behavior plan that allows students to be rewarded and parents to be notified daily about their student's classroom behavior.

Security and the Assistant Principal has been provided extensive training by the district. This training was delivered to the staff in a whole-group setting.

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

Students' social-emotional needs are being addressed by a full-time Guidance Counselor. The guidance Counselor teaches character building classes that help to promote higher self-esteem in students.

A mentor plan is in place at the school in which kids are paired with a teacher (other than their teacher) that checks on them (academically and socially) throughout the school year. They have specific days and times that they have lunch with them.

In addition, the Deloris Barr Weaver foundation and Girls Matter, Inc. is housed here at North Shore as an intervention to promote better girls' behavior, higher self-esteem and less discipline referrals.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The following early warning systems are in place at North Shore when students show early indicators or signs :

Attendance:

Student/Teacher/Admin conference

Parent contact

Parent/teacher/admin/student conference- (possibly Full-service school referral as needed)

Guidance counselor/Truant officer/Girls Matter program (girls only)

Follow the guidelines/procedures of the Student Code of Conduct

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	52	30	29	20	23	17	171
One or more suspensions	52	44	68	49	64	67	344
Course failure in ELA or Math	12	6	1	1	0	3	23
Level 1 on statewide assessment	0	0	0	38	19	36	93
	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The following interventions are in place at North Shore:

Attendance

Baseline date

Progress monitoring by the AP/Principal

Student/Teacher/Admin conference

Parent contact

Parent/teacher/admin/student conference- (possibly Full-service school referral as needed)
Guidance counselor/Truant officer/Girls Matter program (girls only)
Saturday School (3rd - 5th grade)
Team Up
Promotion/retention

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/181751>.

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 principal and assistant principal hold parent/community meetings monthly to invite the community to hear what North Shore has to offer and to find out how the community can assist in student success. The most active community partners are Winn Dixie, the North Shore Village Keepers, and local faith-based organizations and churches.

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
Hardaway, Felicia	Principal
James, Charlene	Assistant Principal
Robinson, Laura	Instructional Coach
Beck, KaShay	Instructional Coach
Hardwick, Mary	Instructional Coach

Duties

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

Principal- uses data to articulate the shared vision of the school to all stakeholders; monitors data and instruction in the classroom; and provides the necessary PD in order to promote highly effective teachers in order to improve student achievement

Reading/math/science instructional coaches: provide professional development and modeling to teachers based on their individual needs.

The school-based literacy leadership team includes the principal, assistant principals, instructional coaches, media specialist, reading interventionist, and a representative (lead) from each grade level to help promote reading school-wide and raise student reading proficiency.

The RtI Leadership team discussed data for Tier 1, 2 and 3 students, set targets, addressed academic, social and emotional areas that needed to be addressed and set clear expectations for instruction.

The RtI team members assisted in the construction of the SIP.

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 RtI Leadership team will meet bi-weekly (during PLC's) to look at data and use it to determine instructional decisions, review progress monitoring data at specific grade levels and to identify students who are meeting or exceeding the benchmark, at moderate risk, or at high risk for not meeting the benchmarks. Based on the data collected, the team will identify professional development and resources that the teachers will need to implement RtI.

The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of plan, make decisions, and practice new processes and skills that will target "at risk" students, on target students, and students meeting/exceeding the standards and providing direct intervention services, monitoring students' progress, and measuring the results of the intervention.

Title I, Part A

The following services are provided to ensure that students receive nutritious meals, remediation in instruction, and extended learning opportunities:

- BIC- Breakfast in the Classroom- a free breakfast program to all students enrolled at North Shore.
- CEO- Community Eligibility Option- a free lunch program to all students enrolled at North Shore.
- Pre-K- Pre-Kindergarten is a program that is designed to prepare students for Kindergarten
- Parental Involvement Center- A resource to parents designed to assist them with the necessary tools to empower their students for success. The center also gives parents valuable tools for self motivation and life improvement.
- Full Service Schools- Behavior Intervention Resource
- Girl Matters – Behavior and academic Intervention Resource

Supplemental Academic Instruction (SAI)

If provided, SAI funds provide after school and Saturday school tutoring.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Marvina Scruggs	Parent
Patricia Williams	Business/Community
Laura Robinson	Education Support Employee
Deborah Sellers	Education Support Employee
Felicia Hardaway	Principal
Kayla Hardaway	Student
Kim Gallon	Business/Community
Dorothy Cosby	Parent

Duties

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

Evaluation of last year's school improvement plan

All stakeholders were given an opportunity to have buy-in and/or participate in the development of the SIP. The team met monthly (3rd Thursday of the month). In most cases, no one showed up to the meeting. When this happened, the principal would reschedule a call meeting and possibly have 2-3 members in attendance. Many of those members are no longer a part of the SAC team.

Development of this school improvement plan

All stakeholders were sent an invitation (via marquee, phone tree, and mail) and had the opportunity to have input and buy-in in the SIP. They have all agreed to function as a body to support and guide the school to promote student achievement in every student, every day in order to produce successful and productive citizens in society.

Officers have been established and are working as a body in order to make this year's SAC a success. The SAC meetings will be held on the 3rd Thursday of every month.

Preparation of the school's annual budget and plan

The spring FTE determined the schools budget. After the annual budget and plan was prepared by the above mentioned stakeholder, the plan was presented to the Shared Governance Committee and the faculty body. It was voted on and approved.

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

These funds were spent at SAC's discretion or an as needed basis in order to promote the success of students. SAC provided student incentives for academic performance.

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
Hardaway, Felicia	Principal
James, Charlene	Assistant Principal
Robinson, Laura	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives for the LLT will be to implement a school wide reading program and provide effective reading strategies that teachers and students are able to apply daily in all contents that will promote reading across the curriculum and build fluency and proficiency. Literacy will be promoted through "Battle of the Books" through the media center and the Accelerated Reader program as well as the "Hardaway's Heros" program; those students that have a passing score will have "Lunch with the Principal"

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers will participate in common planning daily at the beginning of every (7:50am - 8:30am). They will also participate in Professional Learning Community trainings and common planning one day per week for 2 hours (per session). In addition, they will have professional development on early dismissal days and early dismissal training days (every other Wednesday).

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

1. Provide all Beginning teachers with mentor and instructional support
 2. Provide all teachers opportunities to receive research-based professional development in both content and pedagogy (i.e. Coaching cycles, Differentiated Instruction, Best Practices, Classroom Instruction that Works, Data Analysis, Technology Integration, etc.)
 3. Develop and monitor individual plan of action (IPDP) and time-line to strengthen teacher skills
 4. Administrators and instructional coaches will model lessons in classrooms
- The persons responsible will be the principal, assistant principal, school-based and district instructional coaches, PDF

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

Teachers will participate in the MINT program and will be paired with a teacher that has completed CET training and displays the characteristics of a master teacher. The mentors and mentees will meet (as needed), along with the PDF monthly. The mentor teacher will observe lessons and provide feedback to their mentee and the mentee will observe their mentor delivering lessons.

MINT support activities include:

- mentor observation cycles in which new teachers receive formative feedback and targeted coaching
- new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
- PDF monthly MINT learning sessions that focus on identified areas of need
- collaborative learning groups or PLCs provide additional layers of support and learning opportunities
- other activities that are specific to your school...

Selection Criteria:

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

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

- subject/ grade level
- certification
- disposition/interpersonal skills
- common planning
- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school's curriculum instructional material was provided by the district. In addition, the school unpacks the items-specs and uses them to drive instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

North Shore uses data to provide instruction for students every day, in every class. Students are ability grouped according to data. As they master a skill or standard, they are regrouped according to their need. Small group instruction is conducted in class as well as in push-in/pull-out sessions with the reading and math interventionist. Data is reviewed bi-weekly and FCIM calendars are designed based on data.

Students that are less successful or not proficient receive additional support and tracking from the reading/math interventionists using district approved curriculum material.

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: After School Program

Minutes added to school year: 2,880

Team Up is an after-school program that is an extension of the day instruction in reading, math, and science. Students in grades 3-5 (and their siblings) were given first choice to enroll in the program based on 2013 FCAT scores/data. During the enrichment period, students learn through project-based instruction. The day teachers have committed to instructing their students after school as an extension of their day.

Strategy Rationale

To continue intensive instruction in reading/math/science

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

James, Charlene, jamesc@duvalschools.org

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

The data will be collected bi-weekly and compared to the classroom teacher's data and analyzed by the liaison and classroom teacher.

Strategy: Extended School Day

Minutes added to school year: 10,800

An additional hour of reading daily to the traditional school day has been implemented in order to improve reading proficiency.

Strategy Rationale

To promote reading fluency and comprehension.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hardaway, Felicia, hardawayf@duvalschools.org

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

Achieve 3000 and teacher data, teacher assessment data, and curriculum guide assessments

Strategy: Weekend Program

Minutes added to school year: 1,080

Saturday School

Strategy Rationale

To continue intensive instruction in reading/math/science

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hardaway, Felicia, hardawayf@duvalschools.org

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

Teacher assessment 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

Pre-Kindergarten is a part of a standards based program. This program is designed to prepare students for Kindergarten and beyond. This program has highly qualified teachers and a full time para-professional. The maximum capacity is 18 students per class. North Shore currently has 2 Pre-K units. This program begins at 8:30 a.m. and ends at 3:00 p.m. daily. FLKRS, a district/state developed standardized test that is criterion referenced, is administered to determine students' kindergarten readiness. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Florida Assessment in Reading (FAIR) for kindergarten. This assesses letter naming fluency, initial sound fluency and assists in gathering information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention. Students and parents will have individual conferences to inform parents of students' progress and areas that will need further developing prior to their student entering kindergarten.

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.** 3rd - 5th grade students will meet our school target of 38% scoring at reading proficiency on the Florida Standards Assessment (FSA). Meet our school target of 55% of the students scoring at proficiency on the writing FSA.
- G2.** (Math) Increase the number of students scoring at proficiency level or higher to 58% on Florida Standards Assessment for mathematics in 2015. Improve teacher instructional effectiveness and delivery skills to assist students in scoring proficiency or above.
- G3.** If instructional effectiveness is improved in science content teachers, then the number of students scoring at or above achievement level 3 on the Science FCAT 2.0 will increase.

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. 3rd - 5th grade students will meet our school target of 38% scoring at reading proficiency on the Florida Standards Assessment (FSA). Meet our school target of 55% of the students scoring at proficiency on the writing FSA. 1a

G041956

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	38.0
	55.0

Resources Available to Support the Goal 2

- Coaching Cycle - Through observations and leadership conferences, principal will appoint coaches to specific teachers for the coaching cycle. First year teachers will also receive the coaching cycle with designated mentors (MINT).
- Technology - students will use various researched based technology software that will increase student achievement (i-Ready, Accelerated Reader, Achieve 3000, Write-to-Learn)
- Saturday School - student will work on subject area of need.
- Extra Hour - During the Rtl hour, all teachers will teach reading to help increase student achievement.
- SRE/HOT's school wide strategies - Statement, reason, evidence, and higher order thinking skills. These two strategies will enable students to think tasks and questions.
- Making Words - Teachers will effectively teach vocabulary acquisition with fidelity through the Making Words program daily.

Targeted Barriers to Achieving the Goal 3

- Novice and new teachers to North Shore
- Full implementation of the new Language Arts Florida Standards
- Data Analysis for the use of differentiated instruction.

Plan to Monitor Progress Toward G1. 8

Data will be collect through formal and informal assessments.

Person Responsible

Felicia Hardaway

Schedule

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

Evidence of Completion

Teacher made assessments, CGA's, I-Ready, Achieve 3000

G2. (Math) Increase the number of students scoring at proficiency level or higher to 58% on Florida Standards Assessment for mathematics in 2015. Improve teacher instructional effectiveness and delivery skills to assist students in scoring proficiency or above. 1a

G039872

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	58.0

Resources Available to Support the Goal 2

- I-Ready
- Gizmos
- Team-Up
- Pull-Out sessions
- R t I
- Voluntary Saturday School
- Math Interventionist
- Reflex Math Grant for 30 students.

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement
- Teacher's lack of skills to teach to this cognitive complexity
- Teacher unpacking standards and aligning lesson with Florida Math Standards.

Plan to Monitor Progress Toward G2. 8

Curriculum Guide Assessments (CGA's), assessments based on the District's curriculum guides.

Person Responsible

Charlene James

Schedule

Quarterly, from 8/25/2014 to 5/12/2015

Evidence of Completion

Test results and itemization.

Plan to Monitor Progress Toward G2. 8

Curriculum Guide Assessments (CGA's), assessments based on the District's curriculum guides.

Person Responsible

Schedule

Quarterly, from 8/25/2014 to 5/12/2015

Evidence of Completion

Test results and itemization.

G3. If instructional effectiveness is improved in science content teachers, then the number of students scoring at or above achievement level 3 on the Science FCAT 2.0 will increase. 1a

G039867

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- District, School-Based, and Web-Based Professional Development Opportunities
- Resource Rich Curriculum Guides
- Access to School Based and Web-Based Professional Development Library
- Weekly PLC with Content Area Team Members
- District purchased and approved web platforms
- Peer Experts
- Team-Up After school Program
- Additional 1hr of Reading instruction

Targeted Barriers to Achieving the Goal 3

- Lack of student Background Content Knowledge and Low Literacy/ Academic Vocabulary Skills
- Lack of Teacher Planning and use of Best instructional practices

Plan to Monitor Progress Toward G3. 8

Teachers will complete school based testing to monitor student growth towards the targets.

Person Responsible

Charlene James

Schedule

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

Evidence of Completion

Student performance data on these school-based assessments. Evidence will also include the teacher's ability to analyze data and relay pertinent information such as next steps and strategies to increase student mastery.

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. 3rd - 5th grade students will meet our school target of 38% scoring at reading proficiency on the Florida Standards Assessment (FSA). Meet our school target of 55% of the students scoring at proficiency on the writing FSA. **1**

 G041956

G1.B1 Novice and new teachers to North Shore **2**

 B102072

G1.B1.S1 Coaching cycle **4**

 S113276

Strategy Rationale

Reading coach will coach novice and new to North Shore teachers on new Florida Standards and best practices to increase student achievement.

Action Step 1 **5**

Observe teachers and with administration, identify teachers who need additional support from coach, modeling best practices.

Person Responsible

Laura Robinson

Schedule

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

Evidence of Completion

Lesson plans, logs, and observations

Action Step 2 5

Plan with teacher to teach independently or as a co-teach with reading coach, deliver lesson, and debrief.

Person Responsible

Laura Robinson

Schedule

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

Evidence of Completion

Lesson plans and teacher feedback form.

Action Step 3 5

Monitor or repeat action steps as needed.

Person Responsible

Laura Robinson

Schedule

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

Evidence of Completion

Student data, lesson plans, and observations.

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

Weekly observations

Person Responsible

Charlene James

Schedule

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

Evidence of Completion

Coach will debrief/update teacher progress at weekly leadership meetings including monitoring forms (informal and formal observations).

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

Weekly observations

Person Responsible

Charlene James

Schedule

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

Evidence of Completion

Monitoring forms, informal and formal observations, student data/work, and coaches report during leadership meetings.

G1.B4 Full implementation of the new Language Arts Florida Standards 2

 B102105

G1.B4.S1 PD during PLC and Early Dismissal 4

 S113400

Strategy Rationale

Meet with teachers during their PLC and ERD to unwrap the standards using item specs utilizing the Understanding the LAFS graphic organizer.

Action Step 1 5

Unwrap LAFS during PLC.

Person Responsible

Laura Robinson

Schedule

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

Evidence of Completion

Lesson plans and Unwrapping the LAFS form.

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

Weekly review of lesson plans and delivery of instruction.

Person Responsible

Charlene James

Schedule

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

Evidence of Completion

Detailed lesson plans, observations, and LAFS unwrapping the standards form, Checks for understanding (student)

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

Weekly review of lesson plans and delivery of instruction.

Person Responsible

Felicia Hardaway

Schedule

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

Evidence of Completion

Detailed lesson plans, observations, and LAFS unwrapping the standards form

G1.B5 Data Analysis for the use of differentiated instruction. 2

B102106

G1.B5.S1 Teachers will use PLC time to disaggregate data based on benchmark performance and group students according to current and future instructional needs. 4

S113806

Strategy Rationale

This will allow for students to work on their areas of most need therefore improving student achievement.

Action Step 1 5

Data analysis during PLC to differentiate instruction and view what standards need to be revisited.

Person Responsible

Laura Robinson

Schedule

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

Evidence of Completion

Lesson plans with student names and group identified for differentiation.

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

Reports and data chats during PLC.

Person Responsible

Charlene James

Schedule

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

Evidence of Completion

Lesson plans, trackers, and data chat sheets.

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

Grade level data chats.

Person Responsible

Felicia Hardaway

Schedule

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

Evidence of Completion

Lesson plans with student groupings for differentiation and data notebooks.

G2. (Math) Increase the number of students scoring at proficiency level or higher to 58% on Florida Standards Assessment for mathematics in 2015. Improve teacher instructional effectiveness and delivery skills to assist students in scoring proficiency or above. 1

 G039872

G2.B1 Lack of student engagement 2

 B096350

G2.B1.S1 Make sure the physical needs of the student have been met. He/she has eaten breakfast. Had enough rest. Can see the board clearly, hear clearly, etc.? 4

 S107811

Strategy Rationale

Meet the needs of students to reduce stress level. Students can focus more on learning.

Action Step 1 5

Teachers will communicate with families in order to decrease the physical distractions to engagement such as attendance, tardiest, etc...

Person Responsible

Mary Hardwick

Schedule

Quarterly, from 8/29/2014 to 4/30/2015

Evidence of Completion

Contact Log of communication between teachers and those students who have frequent violations of attendance, truancy, etc...

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

Coach will monitor at PLCs.

Person Responsible

Mary Hardwick

Schedule

Quarterly, from 8/25/2014 to 4/15/2015

Evidence of Completion

Communication Logs from Teachers

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

Data will be kept on disrupted students to determine improvement.

Person Responsible

Mary Hardwick

Schedule

Quarterly, from 8/25/2014 to 4/15/2015

Evidence of Completion

Communication of attendance records and anecdotal notes from teachers.

G2.B1.S2 Make lessons an experience that will allow the student to gain self-esteem because he/she is successful. 4

 S107812

Strategy Rationale

Students often hear and see failure around them and attainable successes build confidence.

Action Step 1 5

Teachers will create lessons that encourage student participation and verbal responses as well as peer teaching and group participation for learning.

Person Responsible

Mary Hardwick

Schedule

Weekly, from 8/29/2014 to 4/30/2015

Evidence of Completion

Lesson plans that incorporate these strategies with fidelity and implementation of such plans.

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

Coach will observe the implementation of engagement strategies in the classroom

Person Responsible

Mary Hardwick

Schedule

Quarterly, from 8/18/2014 to 4/30/2015

Evidence of Completion

Teacher feedback forms and coaching logs

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

Data on school-based assessments will be used to determine effectiveness

Person Responsible

Mary Hardwick

Schedule

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

Evidence of Completion

Data and Lesson plans with strategies

G2.B1.S3 Take advantage of the student's interests and formulate some lessons around them. 4

 S107813

Strategy Rationale

When students have vested interest in subjects, they pay attention .

Action Step 1 5

Lesson plans that involve teacher created scenarios that include students or their interests a determined by an interest survey.

Person Responsible

Mary Hardwick

Schedule

Quarterly, from 8/29/2014 to 4/30/2015

Evidence of Completion

Lesson plans that include rewritten items that reflect the student's interests.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Coach observes to note when task are implemented and used with fidelity.

Person Responsible

Mary Hardwick

Schedule

Quarterly, from 10/1/2014 to 4/15/2015

Evidence of Completion

Completion and use of Student Interest Inventory. use results to assist with assessment writing and daily classroom assignments geared toward student's interests.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Looking at data results from assessments and lesson plans.

Person Responsible

Mary Hardwick

Schedule

Quarterly, from 10/1/2014 to 4/15/2015

Evidence of Completion

Using teacher anecdotal notes to see that teachers use their creativity to include scenarios that involve their students and student's interests.

G2.B2 Teacher's lack of skills to teach to this cognitive complexity 2

B096351

G2.B2.S1 Teachers will be trained on utilizing various math best practices: Accelerated or individualized math Adjusted speech Curriculum Based Probe Daily re-looping of previously learned material Ecological approach/generate data from real life experiences to use in class Explicit timing Graphic organizers Model-lead-test strategy instruction (MLT) Monitoring of progress through group and individual achievement awareness charts Problem solving instruction, etc. 4

S107823

Strategy Rationale

Improve teaching skills to induce retention of knowledge.

Action Step 1 5

Teachers will receive training on various best practices that will increase student achievement.

Person Responsible

Mary Hardwick

Schedule

Monthly, from 8/29/2014 to 4/30/2015

Evidence of Completion

Teachers will create artifacts to use in their classrooms upon receiving training.

Action Step 2 5

Teachers will be observed for implementation and effective use of strategies.

Person Responsible

Mary Hardwick

Schedule

Monthly, from 8/29/2014 to 4/30/2015

Evidence of Completion

Observation of teacher lessons and DTU approved feedback forms.

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

Coach will observe lesson implementation.

Person Responsible

Schedule

Quarterly, from 8/26/2014 to 4/13/2015

Evidence of Completion

Completed Lesson Plans, assessment scores, students activities that are aligned with the standard and appropriate level of rigor.

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

Coach's observation and review of data.

Person Responsible

Schedule

Quarterly, from 8/15/2014 to 4/16/2015

Evidence of Completion

Completed Lesson Plans, assessment scores, students activities that are aligned with the standard and appropriate level of rigor.

G2.B3 Teacher unpacking standards and aligning lesson with Florida Math Standards. 2

 B096354

G2.B3.S1 Knowing the meaning and content limitations of Florida standards, assist teachers in their delivery . 4

 S107981

Strategy Rationale

There is a general underlying theme in the Common Core Math standards that the Standards for Mathematical Practice and Standards for Mathematical Content should be connected throughout learning and instruction. (Each practice should regularly be seen within each content area.)

Action Step 1 5

Provide teachers with additional planning time with colleagues, school based, and district support in order to unwrap standards and create curriculum maps.

Person Responsible

Mary Hardwick

Schedule

On 10/31/2014

Evidence of Completion

Teacher created curriculum maps and benchmark planning materials

Action Step 2 5

Professional development for aligning instruction with benchmarks.

Person Responsible

Mary Hardwick

Schedule

On 12/31/2014

Evidence of Completion

Lesson plans that are aligned with the current standards.

Action Step 3 5

Observation of teacher implementation of benchmark aligned instruction

Person Responsible

Mary Hardwick

Schedule

Monthly, from 8/29/2014 to 4/30/2015

Evidence of Completion

Lesson implementation and DTU approved feedback form

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

Coach's observation of teacher's use of unpacked benchmarks and Florida standards to develop and implement meaningful lesson plans with Differentiation.

Person Responsible

Mary Hardwick

Schedule

On 4/16/2015

Evidence of Completion

Completed Lesson Plans, assessment scores, students activities that are aligned with the standard and appropriate level of rigor.

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

Coach's observation of teacher's use of unpacked benchmarks and Florida standards to develop and implement meaningful lesson plans with Differentiation.

Person Responsible

Mary Hardwick

Schedule

On 4/16/2015

Evidence of Completion

Completed Lesson Plans, assessment scores, students activities that are aligned with the standard and appropriate level of rigor.

G3. If instructional effectiveness is improved in science content teachers, then the number of students scoring at or above achievement level 3 on the Science FCAT 2.0 will increase. 1

G039867

G3.B1 Lack of student Background Content Knowledge and Low Literacy/ Academic Vocabulary Skills 2

B096327

G3.B1.S1 Science centers will have a designated Informational text activity and Vocabulary Acquisition Activity. 4

S107513

Strategy Rationale

Literature deficiencies will be addressed during science time with current and relevant science content in order to make students more literate and knowledgeable of the science content.

Action Step 1 5

Teachers will plan for science centers during weekly PLC and they will be incorporated into the lesson plans.

Person Responsible

KaShay Beck

Schedule

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

Evidence of Completion

Lesson plans that include science literacy centers.

Action Step 2 5

Teacher created assessments will include a literacy activity that requires students demonstrate a literacy strategy to answer a content related question.

Person Responsible

KaShay Beck

Schedule

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

Evidence of Completion

Lesson plans and student work as it relates to the assessment will serve as artifacts for this strategy.

Action Step 3 5

Teachers will plan for science centers during weekly PLC and they will be incorporated into the lesson plans.

Person Responsible

KaShay Beck

Schedule

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

Evidence of Completion

Lesson plans that include science literacy centers.

Action Step 4 5

Teacher created assessments will include a literacy activity that requires students demonstrate a literacy strategy to answer a content related question.

Person Responsible

KaShay Beck

Schedule

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

Evidence of Completion

Lesson plans and student work as it relates to the assessment will serve as artifacts for this strategy.

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

Weekly lesson plans will be reviewed for the inclusion of Science centers.

Person Responsible

KaShay Beck

Schedule

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

Evidence of Completion

Lesson plans that include center activities

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

Weekly observations by coach will ensure that center are being implemented during the class time.

Person Responsible

KaShay Beck

Schedule

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

Evidence of Completion

Coaching logs that annotate center activities in the classroom and the alignment to the lesson plans.

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

Student assessments will determine if the necessary skills are being acquired.

Person Responsible

KaShay Beck

Schedule

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

Evidence of Completion

Teachers will review not only the science data but the reading data that correlates to informational text and vocabulary.

G3.B1.S2 Teachers will develop an instructional focus calendar that addresses benchmark remediation (FCIM) **4**

 S107787

Strategy Rationale

Continuous exposure to instruction on weakest benchmarks will improve performance for that particular strand.

Action Step 1 **5**

Teachers will review the data and determine which benchmarks need remediation on the following levels: whole group, small group and individual. A calendar will be created to find time in the instructional day to address this remediation.

Person Responsible

KaShay Beck

Schedule

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

Evidence of Completion

Lesson plans will reflect remediation benchmark and the instruction to be provided. Teachers will also have an instructional focus calendar that lists the benchmarks to be remediated. Finally, the PLC agenda will reflect the data analysis process used to determine such benchmarks.

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

Lesson plans will be reviewed to determine which benchmarks are being remediated. Instruction will be monitored to make sure benchmarks are remediated per the lesson plans.

Person Responsible

KaShay Beck

Schedule

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

Evidence of Completion

Lesson plans will show remediation benchmarks and instruction. Coaching logs will reflect if the instruction matches the lesson plans

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

Assessment data will determine if students are making the necessary progress towards increasing mastery on low performing benchmarks.

Person Responsible

KaShay Beck

Schedule

On 5/29/2015

Evidence of Completion

Data trends should show an increase in those benchmarks targeted for remediation.

G3.B2 Lack of Teacher Planning and use of Best instructional practices 2

 B096330

G3.B2.S1 Content Areas will designate time during PLCs to complete Science lesson plans with support of coach. 4

 S107526

Strategy Rationale

Teachers will have an organized time to plan collaboratively and ensure that plans are done in enough time to organize the instructional block. Teacher will also have a chance o peer review and provide feedback as to best practices that work in each classroom. Common Planning will hold teachers accountable for the PLC time and also the plans that were created.

Action Step 1 5

Teachers will have an organized time during PLC to complete the following week's lesson plans.

Person Responsible

KaShay Beck

Schedule

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

Evidence of Completion

The agenda will show this designated time for lesson planning. Teachers will also have the actual lesson plan as an artifact.

Action Step 2 5

Teachers will implement the collaboratively planned lessons in their classrooms.

Person Responsible

Schedule

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

Evidence of Completion

Teacher's instruction will correlate with the lessons planned. CBC, classroom charts, student work and journals will align with the planned lessons.

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

Weekly walkthroughs to make sure that the instructional focus matches the lessons planned.

Person Responsible

KaShay Beck

Schedule

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

Evidence of Completion

Weekly Coaching Logs will show the observation notes from the Science Coach. Also, agenda for PLC will reflect the debrief that occurs from these observations as well.

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

Review of plans

Person Responsible

Charlene James

Schedule

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

Evidence of Completion

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

Administration will conduct a review of data and instructional practices

Person Responsible

Felicia Hardaway

Schedule

On 5/29/2015

Evidence of Completion

Teacher CAST Observations (formal and informal) and student performance on assessments

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

Weekly Observations from School-based science coach

Person Responsible

KaShay Beck

Schedule

Weekly, from 8/26/2014 to 5/25/2015

Evidence of Completion

Coaching logs will provide a reflection that includes teacher and student progress

G3.B2.S2 Professional Development on various lesson components (gradual release, differentiation, checks for understanding, data driven instruction, Engagement, Rigor,)will be available for all science teachers. 4

 S107527

Strategy Rationale

With this PD, teachers will be able to improve their current instructional plans and create quality instruction based on best practices.

Action Step 1 5

Teachers will be encouraged to attend district trainings around content area

Person Responsible

Felicia Hardaway

Schedule

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

Evidence of Completion

Completion Certificates from the district ERO system. Also, Teachers will have to provide an artifact that shows they are applying the technique/practice learned, as well as, disseminate information to colleagues as a facilitator.

Action Step 2 5

Teachers will be provided school based differentiated PD opportunities during PLCs, before and after school.

Person Responsible

KaShay Beck

Schedule

On 5/29/2015

Evidence of Completion

Agendas from PLCs will reflect this activity as well as a PD sign in sheet. Also, Teachers will have to provide an artifact that shows they are applying the technique/practice learned.

Action Step 3 5

Teachers will be encouraged to complete web-based PD through CPALMS.

Person Responsible

KaShay Beck

Schedule

On 1/1/2015

Evidence of Completion

Completion Certificates from the CPALMS website Also, Teachers will have to provide an artifact that shows they are applying the technique/practice learned, as well as, disseminate information to colleagues as a facilitator.

Action Step 4 5

Teachers will be taken through Coaching cycles to ensure proper application and implementation of practices.

Person Responsible

KaShay Beck

Schedule

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

Evidence of Completion

Coaching logs will identify when and with whom the coaching cycles are occurring.

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

Administration will keep track of all PLC Agendas and District PD completed by teachers

Person Responsible

Felicia Hardaway

Schedule

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

Evidence of Completion

Teachers will turn in all Completion certificates as well as lesson plans that demonstrate the skill acquired during PD. TDE logs will also reflect teacher absences on district PD opportunities and School-based Sign-in sheets will be provided to show records of PD given during PLC.

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

Instruction will be monitored to determine if teachers are using the practices learned in professional development

Person Responsible

KaShay Beck

Schedule

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

Evidence of Completion

Coaching logs and Teacher CAST observations will be used to determine if teachers are applying best practices.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1	Teachers will have an organized time during PLC to complete the following week's lesson plans.	Beck, KaShay	8/18/2014	The agenda will show this designated time for lesson planning. Teachers will also have the actual lesson plan as an artifact.	5/29/2015 weekly
G3.B2.S2.A1	Teachers will be encouraged to attend district trainings around content area	Hardaway, Felicia	5/29/2015	Completion Certificates from the district ERO system. Also, Teachers will have to provide an artifact that shows they are applying the technique/practice learned, as well as, disseminate information to colleagues as a facilitator.	5/29/2015 quarterly
G3.B1.S1.A1	Teachers will plan for science centers during weekly PLC and they will be incorporated into the lesson plans.	Beck, KaShay	8/25/2014	Lesson plans that include science literacy centers.	5/29/2015 weekly
G3.B1.S2.A1	Teachers will review the data and determine which benchmarks need remediation on the following levels: whole group, small group and individual. A calendar will be created to find time in the instructional day to address this remediation.	Beck, KaShay	8/25/2014	Lesson plans will reflect remediation benchmark and the instruction to be provided. Teachers will also have an instructional focus calendar that lists the benchmarks to be remediated. Finally, the PLC agenda will reflect the data analysis process used to determine such benchmarks.	5/29/2015 monthly
G1.B1.S1.A1	Observe teachers and with administration, identify teachers who need additional support from coach, modeling best practices.	Robinson, Laura	9/8/2014	Lesson plans, logs, and observations	6/5/2015 weekly
G1.B4.S1.A1	Unwrap LAFS during PLC.	Robinson, Laura	9/8/2014	Lesson plans and Unwrapping the LAFS form.	5/29/2015 weekly
G1.B5.S1.A1	Data analysis during PLC to differentiate instruction and view what standards need to be revisited.	Robinson, Laura	9/15/2014	Lesson plans with student names and group identified for differentiation.	5/29/2015 weekly
G2.B1.S1.A1	Teachers will communicate with families in order to decrease the physical distractions to engagement such as attendance, tardiest, etc...	Hardwick, Mary	8/29/2014	Contact Log of communication between teachers and those students who have frequent violations of attendance, truancy, etc...	4/30/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1	Teachers will create lessons that encourage student participation and verbal responses as well as peer teaching and group participation for learning.	Hardwick, Mary	8/29/2014	Lesson plans that incorporate these strategies with fidelity and implementation of such plans.	4/30/2015 weekly
G2.B1.S3.A1	Lesson plans that involve teacher created scenarios that include students or their interests a determined by an interest survey.	Hardwick, Mary	8/29/2014	Lesson plans that include rewritten items that reflect the student's interests.	4/30/2015 quarterly
G2.B2.S1.A1	Teachers will receive training on various best practices that will increase student achievement.	Hardwick, Mary	8/29/2014	Teachers will create artifacts to use in their classrooms upon receiving training.	4/30/2015 monthly
G2.B3.S1.A1	Provide teachers with additional planning time with colleagues, school based, and district support in order to unwrap standards and create curriculum maps.	Hardwick, Mary	8/29/2014	Teacher created curriculum maps and benchmark planning materials	10/31/2014 one-time
G3.B2.S1.A2	Teachers will implement the collaboratively planned lessons in their classrooms.		8/18/2014	Teacher's instruction will correlate with the lessons planned. CBC, classroom charts, student work and journals will align with the planned lessons.	5/29/2015 weekly
G3.B2.S2.A2	Teachers will be provided school based differentiated PD opportunities during PLCs, before and after school.	Beck, KaShay	8/25/2014	Agendas from PLCs will reflect this activity as well as a PD sign in sheet. Also, Teachers will have to provide an artifact that shows they are applying the technique/practice learned.	5/29/2015 one-time
G3.B1.S1.A2	Teacher created assessments will include a literacy activity that requires students demonstrate a literacy strategy to answer a content related question.	Beck, KaShay	8/25/2014	Lesson plans and student work as it relates to the assessment will serve as artifacts for this strategy.	5/29/2015 monthly
G1.B1.S1.A2	Plan with teacher to teach independently or as a co-teach with reading coach, deliver lesson, and debrief.	Robinson, Laura	9/8/2014	Lesson plans and teacher feedback form.	5/29/2015 weekly
G2.B2.S1.A2	Teachers will be observed for implementation and effective use of strategies.	Hardwick, Mary	8/29/2014	Observation of teacher lessons and DTU approved feedback forms.	4/30/2015 monthly
G2.B3.S1.A2	Professional development for aligning instruction with benchmarks.	Hardwick, Mary	9/1/2014	Lesson plans that are aligned with the current standards.	12/31/2014 one-time
G3.B2.S2.A3	Teachers will be encouraged to complete web-based PD through CPALMS.	Beck, KaShay	8/25/2014	Completion Certificates from the CPALMS website Also, Teachers will have to provide an artifact that shows they are applying the technique/practice learned, as well as, disseminate information to colleagues as a facilitator.	1/1/2015 one-time
G3.B1.S1.A3	Teachers will plan for science centers during weekly PLC and they will be incorporated into the lesson plans.	Beck, KaShay	8/25/2014	Lesson plans that include science literacy centers.	5/29/2015 weekly
G1.B1.S1.A3	Monitor or repeat action steps as needed.	Robinson, Laura	9/8/2014	Student data, lesson plans, and observations.	5/29/2015 weekly
G2.B3.S1.A3	Observation of teacher implementation of benchmark aligned instruction	Hardwick, Mary	8/29/2014	Lesson implementation and DTU approved feedback form	4/30/2015 monthly
G3.B1.S1.A4	Teacher created assessments will include a literacy activity that requires students demonstrate a literacy strategy to answer a content related question.	Beck, KaShay	8/25/2014	Lesson plans and student work as it relates to the assessment will serve as artifacts for this strategy.	5/29/2015 monthly
G3.B2.S2.A4	Teachers will be taken through Coaching cycles to ensure proper application and implementation of practices.	Beck, KaShay	8/29/2014	Coaching logs will identify when and with whom the coaching cycles are occurring.	5/25/2015 annually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Data will be collect through formal and informal assessments.	Hardaway, Felicia	9/15/2014	Teacher made assessments, CGA's, I-Ready, Achieve 3000	6/5/2015 weekly
G1.B1.S1.MA1	Weekly observations	James, Charlene	9/15/2014	Monitoring forms, informal and formal observations, student data/work, and coaches report during leadership meetings.	6/5/2015 weekly
G1.B1.S1.MA1	Weekly observations	James, Charlene	9/15/2014	Coach will debrief/update teacher progress at weekly leadership meetings including monitoring forms (informal and formal observations).	5/29/2015 weekly
G1.B4.S1.MA1	Weekly review of lesson plans and delivery of instruction.	Hardaway, Felicia	9/8/2014	Detailed lesson plans, observations, and LAFS unwrapping the standards form	6/5/2015 weekly
G1.B4.S1.MA1	Weekly review of lesson plans and delivery of instruction.	James, Charlene	9/15/2014	Detailed lesson plans, observations, and LAFS unwrapping the standards form, Checks for understanding (student)	6/5/2015 weekly
G1.B5.S1.MA1	Grade level data chats.	Hardaway, Felicia	9/15/2014	Lesson plans with student groupings for differentiation and data notebooks.	5/29/2015 monthly
G1.B5.S1.MA1	Reports and data chats during PLC.	James, Charlene	9/15/2014	Lesson plans, trackers, and data chat sheets.	5/29/2015 weekly
G2.MA1	Curriculum Guide Assessments (CGA's), assessments based on the District's curriculum guides.	James, Charlene	8/25/2014	Test results and itemization.	5/12/2015 quarterly
G2.MA1	Curriculum Guide Assessments (CGA's), assessments based on the District's curriculum guides.		8/25/2014	Test results and itemization.	5/12/2015 quarterly
G2.B1.S1.MA1	Data will be kept on disrupted students to determine improvement.	Hardwick, Mary	8/25/2014	Communication of attendance records and anecdotal notes from teachers.	4/15/2015 quarterly
G2.B1.S1.MA1	Coach will monitor at PLCs.	Hardwick, Mary	8/25/2014	Communication Logs from Teachers	4/15/2015 quarterly
G2.B2.S1.MA1	Coach's observation and review of data.		8/15/2014	Completed Lesson Plans, assessment scores, students activities that are aligned with the standard and appropriate level of rigor.	4/16/2015 quarterly
G2.B2.S1.MA1	Coach will observe lesson implementation.		8/26/2014	Completed Lesson Plans, assessment scores, students activities that are aligned with the standard and appropriate level of rigor.	4/13/2015 quarterly
G2.B3.S1.MA1	Coach's observation of teacher's use of unpacked benchmarks and Florida standards to develop and implement meaningful lesson plans with Differentiation.	Hardwick, Mary	9/1/2014	Completed Lesson Plans, assessment scores, students activities that are aligned with the standard and appropriate level of rigor.	4/16/2015 one-time
G2.B3.S1.MA1	Coach's observation of teacher's use of unpacked benchmarks and Florida standards to develop and implement meaningful lesson plans with Differentiation.	Hardwick, Mary	8/25/2014	Completed Lesson Plans, assessment scores, students activities that are aligned with the standard and appropriate level of rigor.	4/16/2015 one-time
G2.B1.S2.MA1	Data on school-based assessments will be used to determine effectiveness	Hardwick, Mary	10/1/2014	Data and Lesson plans with strategies	4/30/2015 quarterly
G2.B1.S2.MA1	Coach will observe the implementation of engagement strategies in the classroom	Hardwick, Mary	8/18/2014	Teacher feedback forms and coaching logs	4/30/2015 quarterly
G2.B1.S3.MA1	Looking at data results from assessments and lesson plans.	Hardwick, Mary	10/1/2014	Using teacher anecdotal notes to see that teachers use their creativity to include scenarios that involve their students and student's interests.	4/15/2015 quarterly
G2.B1.S3.MA1	Coach observes to note when task are implemented and used with fidelity.	Hardwick, Mary	10/1/2014	Completion and use of Student Interest Inventory. use results to assist with	4/15/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				assessment writing and daily classroom assignments geared toward student's interests.	
G3.MA1	Teachers will complete school based testing to monitor student growth towards the targets.	James, Charlene	8/25/2014	Student performance data on these school-based assessments. Evidence will also include the teacher's ability to analyze data and relay pertinent information such as next steps and strategies to increase student mastery.	5/29/2015 quarterly
G3.B1.S1.MA1	Student assessments will determine if the necessary skills are being acquired.	Beck, KaShay	8/25/2014	Teachers will review not only the science data but the reading data that correlates to informational text and vocabulary.	5/29/2015 quarterly
G3.B1.S1.MA1	Weekly lesson plans will be reviewed for the inclusion of Science centers.	Beck, KaShay	8/25/2014	Lesson plans that include center activities	5/29/2015 weekly
G3.B1.S1.MA2	Weekly observations by coach will ensure that center are being implemented during the class time.	Beck, KaShay	8/25/2014	Coaching logs that annotate center activities in the classroom and the alignment to the lesson plans.	5/29/2015 weekly
G3.B2.S1.MA1	Administration will conduct a review of data and instructional practices	Hardaway, Felicia	8/25/2014	Teacher CAST Observations (formal and informal) and student performance on assessments	5/29/2015 one-time
G3.B2.S1.MA4	Weekly Observations from School-based science coach	Beck, KaShay	8/26/2014	Coaching logs will provide a reflection that includes teacher and student progress	5/25/2015 weekly
G3.B2.S1.MA1	Weekly walkthroughs to make sure that the instructional focus matches the lessons planned.	Beck, KaShay	8/25/2014	Weekly Coaching Logs will show the observation notes from the Science Coach. Also, agenda for PLC will reflect the debrief that occurs from these observations as well.	5/29/2015 weekly
G3.B2.S1.MA2	Review of plans	James, Charlene	8/25/2014		5/29/2015 biweekly
G3.B2.S2.MA1	Instruction will be monitored to determine if teachers are using the practices learned in professional development	Beck, KaShay	8/25/2014	Coaching logs and Teacher CAST observations will be used to determine if teachers are applying best practices.	5/29/2015 monthly
G3.B2.S2.MA1	Administration will keep track of all PLC Agendas and District PD completed by teachers	Hardaway, Felicia	8/25/2014	Teachers will turn in all Completion certificates as well as lesson plans that demonstrate the skill acquired during PD. TDE logs will also reflect teacher absences on district PD opportunities and School-based Sign-in sheets will be provided to show records of PD given during PLC.	5/29/2015 quarterly
G3.B1.S2.MA1	Assessment data will determine if students are making the necessary progress towards increasing mastery on low performing benchmarks.	Beck, KaShay	8/25/2014	Data trends should show an increase in those benchmarks targeted for remediation.	5/29/2015 one-time
G3.B1.S2.MA1	Lesson plans will be reviewed to determine which benchmarks are being remediated. Instruction will be monitored to make sure benchmarks are remediated per the lesson plans.	Beck, KaShay	8/25/2014	Lesson plans will show remediation benchmarks and instruction. Coaching logs will reflect if the instruction matches the lesson plans	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. 3rd - 5th grade students will meet our school target of 38% scoring at reading proficiency on the Florida Standards Assessment (FSA). Meet our school target of 55% of the students scoring at proficiency on the writing FSA.

G1.B4 Full implementation of the new Language Arts Florida Standards

G1.B4.S1 PD during PLC and Early Dismissal

PD Opportunity 1

Unwrap LAFS during PLC.

Facilitator

Reading Coach

Participants

Teachers

Schedule

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

G2. (Math) Increase the number of students scoring at proficiency level or higher to 58% on Florida Standards Assessment for mathematics in 2015. Improve teacher instructional effectiveness and delivery skills to assist students in scoring proficiency or above.

G2.B1 Lack of student engagement

G2.B1.S2 Make lessons an experience that will allow the student to gain self-esteem because he/she is successful.

PD Opportunity 1

Teachers will create lessons that encourage student participation and verbal responses as well as peer teaching and group participation for learning.

Facilitator

School and District Support

Participants

All Math Instructors.

Schedule

Weekly, from 8/29/2014 to 4/30/2015

G2.B2 Teacher's lack of skills to teach to this cognitive complexity

G2.B2.S1 Teachers will be trained on utilizing various math best practices: Accelerated or individualized math Adjusted speech Curriculum Based Probe Daily re-looping of previously learned material Ecological approach/generate data from real life experiences to use in class Explicit timing Graphic organizers Model-lead-test strategy instruction (MLT) Monitoring of progress through group and individual achievement awareness charts Problem solving instruction, etc.

PD Opportunity 1

Teachers will receive training on various best practices that will increase student achievement.

Facilitator

School based and district support

Participants

All math instructors

Schedule

Monthly, from 8/29/2014 to 4/30/2015

G2.B3 Teacher unpacking standards and aligning lesson with Florida Math Standards.

G2.B3.S1 Knowing the meaning and content limitations of Florida standards, assist teachers in their delivery .

PD Opportunity 1

Provide teachers with additional planning time with colleagues, school based, and district support in order to unwrap standards and create curriculum maps.

Facilitator

District Specialist

Participants

All intermediate Math instructors.

Schedule

On 10/31/2014

PD Opportunity 2

Professional development for aligning instruction with benchmarks.

Facilitator

School Based Support

Participants

All math instructors.

Schedule

On 12/31/2014

G3. If instructional effectiveness is improved in science content teachers, then the number of students scoring at or above achievement level 3 on the Science FCAT 2.0 will increase.

G3.B2 Lack of Teacher Planning and use of Best instructional practices

G3.B2.S2 Professional Development on various lesson components (gradual release, differentiation, checks for understanding, data driven instruction, Engagement, Rigor,)will be available for all science teachers.

PD Opportunity 1

Teachers will be encouraged to attend district trainings around content area

Facilitator

District Specialists

Participants

School Science Content Teachers

Schedule

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

PD Opportunity 2

Teachers will be provided school based differentiated PD opportunities during PLCs, before and after school.

Facilitator

School Based Science Coach, School-Assigned Science Specialist, Science Team Members

Participants

School Science Content Teachers

Schedule

On 5/29/2015

PD Opportunity 3

Teachers will be encouraged to complete web-based PD through CPALMS.

Facilitator

CPALMS web-based Content Instructor

Participants

School Science Content Teachers

Schedule

On 1/1/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0