

Twin Lakes Academy Elementary School



2014-15 School Improvement Plan

Twin Lakes Academy Elementary School

8000 POINT MEADOWS DR, Jacksonville, FL 32256

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

37%

Alternative/ESE Center

No

Charter School

No

Minority

62%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

B

A

A

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Wildcats LEAD: Learn, Excel, Achieve, Dream

Provide the school's vision statement

Twin Lakes Academy Elementary is working together to create Leaders for Life!

School Environment

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

The school learns about students' cultures and builds relationships between teachers and students in both informal and formal settings. The informal can consist of talking with students in the cafeteria line, conversations between students, students and staff, incidental events, and working together in groups.

The more formalized settings are through class meetings, beginning of year activities, holidays, connections with reading, the school theme: "Passports to Learning", Grade Level performances, Fifth grade end of year promotion ceremony, Social Studies and Reading lessons.

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

The faculty is trained in CHAMPS and lessons are taught to the students to teach safety and careful use of the Common Areas of the School. Covey's Seven Habits are practices and recited by the students to improve their self-reliance and interactions with others, ultimately becoming "school leaders."

A school-wide safety plan is developed each year, in-serviced to staff, and then implemented throughout the school to enforce the safety and well-being of the students, faculty/staff, and visitors in the school. Guidance Lessons are given on topics such as developing character, Anti-bullying and conflict resolution to help reduce referrals and promote positive behavior for all of the students. Every morning the Principal and one Assistant Principal board each school bus and greet the students and bus driver. During that greeting the bus drivers are asked about the drive into school and if there are any issues and/or concerns. Students are welcomed positively by the administrator and invited into the school building to begin their day. The front entrance to the school is monitored, and all visitors must be identified and given stickers before entering any other area of the school. Our Students of Service Program encourages students to help other students, faculty and staff, while enhancing their own self-esteem.

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

The school wide behavioral system consists first of our Ritual and Routines which are introduced and reviewed throughout the school year. These set the tone for the expected behavior in the school. During the morning news our students recite the "Guidelines for Success" which also impart the expected behavior for each school day. The Student Code of Conduct has a Tiered System of

procedures that are to be followed when an infraction of school and district rules are not adhered to. A Color Chart of Behavior is located and followed in every classroom. Safe rules for playground use have also been implemented to limit disciplinary and safety incidents, while promoting consistency of enforcement.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the social-emotional needs of our students through a variety of services. The school counselor meets with teachers, staff, parents, administration, and students to monitor behavioral, emotional, and academic needs of the student body. Bi-monthly RTI and MRT meetings, parent conferences, and communication with outside resources, provide support in the school. Weekly classroom meetings, and a strong relationship with business and community mentors such as Big Brothers/Big Sisters and Deer Meadows Baptist Church, provide a solid support system for our students.

Throughout the school year, guidance lessons such as "Speak Up-Be Safe", "Second Step", Peer Mediation, and Anti-Bully/Conflict Resolution instruction, help our students with problem-solving and coping skills. Relationships with the Child Guidance Center, United Way, Crisis Hot Line, and other community resources provide us with additional outside resources when the need arises. Additionally, school field trips, luncheons with family members, and an active PTA and SAC, encourage our students to become productive citizens.

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

1. Attendance below 90 percent, regardless of whether absence is excused or unexcused
2. Excessive tardies to school
3. Two or more discipline referrals
4. One or more suspensions, whether in school or out of school
5. A level 1 or 2 score on the statewide, standardized assessments in English Language Arts or Mathematics
6. Course failure in English Language Arts or Mathematics
7. Teacher monitoring forms (Conduct Incident Reports)

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
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	3	1	0	4
Level 1 on statewide assessment	9	12	15	36

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		
1. Tier II and III Interventions 2. Individual Behavior Plans 3. Mentors		

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

1. Increase parent attendance at all parent night activities by advertising events via flyers, student planners, school website, and Duval Connect.
2. Schedule PTA Board and SAC meetings during the evening to increase parent participation and attendance.
3. Host district Parent Academy (October 8th)
4. Individual grade level "nights" to inform parents of grade level requirements and generate support.
5. ESOL Parent Night to reach ELL families and share resources.
6. Weekly Duval Connect message to families to share upcoming school events.

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

Twin Lakes Academy Elementary is very fortunate to partner with several local businesses and organizations. Some of these relationships have been ongoing for many years, however each year we also reach out to other businesses that are new to the community and have expressed an interest in supporting our school. Often times, teachers interact with a business or organization that they then refer as a possible partner. We begin each school year with a Business Partner Breakfast to re-establish past relationships and introduce the new potential partners to our school. All Business Partners are recognized throughout the school year on our website and are occasionally highlighted in our school's monthly newsletter.

These partnerships take on many forms with some of the businesses and organizations providing financial donations that are used to purchase equipment, support students in need, finance school activities and events, etc. Other businesses provide us with in-kind donations such as school supplies, food, student and teacher recognition rewards, etc. We also have partnerships with two organizations that provide mentors for approximately 30 of our students. These mentors meet weekly with their students to provide 1-1 interaction and support.

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
Robertson, Denise	Principal
Price, Susan	Assistant Principal
Jones, Melissa	Assistant Principal
Morgan, Hope	Instructional Coach

Duties

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

Principal Denise Robertson leads instruction, school improvement, school safety, and provides management of all school functions. She leads observations, evaluations, professional development and data reviews. Ms. Robertson works with PTA, SAC, Shared Decision Making, and the Accountability Team.

Assistant Principal Susan Price coordinates attendance meetings and student scheduling, serves as textbook manager, and coordinates teacher and staff duties. She leads discipline and parent relations for grades K-5. Ms. Price serves on SAC, Shared Decision Making, the SAI, RTi team and Accountability Teams. She coordinates the Reading SIP goals, conducts focus walks and observations, provides professional development and coaching to teachers.

Assistant Principal Melissa Jones coordinates testing, computer-based instruction programs and compiles data from Performance Matters. She leads discipline and parent relations for grades K-5. Ms. Jones coordinates SAC and serves on Shared Decision Making, the SAI, RTi team and Accountability Teams. She coordinates the Math SIP goals, conducts focus walks and observations, provides professional development and coaching to teachers.

Hope Morgan - Reading Coach: Provides teacher support for reading to include district initiatives, strategies and activities. Provides reading coaching cycles, model lessons, and trains teachers to use forms to track data. Overall, the leadership team works together:

1. To facilitate the involvement of the school community in designing and implementing the School Improvement Plan
2. To encourage, support and create opportunities for involvement from parents and the community
3. To coordinate the activities associated with the design and implementation of the School Improvement Plan
4. To report/inform stakeholders about results, success, and challenges

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

- Facilitates the development of the School Improvement Plan
- Monitors, assesses and amends the School Improvement Plan
- Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals

- Facilitates decision-making utilizing two-way communication and all available data
 - Builds the capacity of the school to address parent and staff concerns
 - Builds the capacity of the school to improve in the following areas:
 - Curriculum
 - School Climate
 - Classroom management/discipline
 - Two-way communication
 - Parent involvement
 - Extra-curricular activities
 - Consults with the principal and makes recommendations regarding budget
 - Staff development
 - Instructional materials
 - Staff positions
- Members of the school-based Leadership Team will meet with the School Advisory Council (SAC), Shared Decision Making Team, and SIP Teams to develop the SY14-15 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT2.0 scores and the lowest 25%
- AMO of Targeted subgroups
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

The school-based Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets.

The identified students will be referred to the school-based Leadership Team.

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

Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB.

Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Joe Flask	Parent
Dee Johnson	Parent
Peter Flood	Parent
Carisia Rooney	Business/Community
Jawanda Waters	Parent
Matt Neely	Parent
Becky Bernard	Parent
Orrin Mitchell	Business/Community
Yulmane Rivera	Parent
Anne Jewell	Teacher
Denise Robertson	Principal
Connie Brooks	Education Support Employee

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 is discussed/shared/analyzed during the first meeting of the school year. School data is projected while an in-depth discussion is held to determine if goals were met and what needs to be done differently this school year to address these needs. This information is used to develop the goals for this year's school improvement plan.

Development of this school improvement plan

The initial SAC meeting of the school year involved a discussion concerning the previous year's performance on FCAT 2.0. All present participated in a roundtable brainstorming session to identify: trends, barriers, and general issues/concerns. This was followed by a session to brainstorm action steps to assist in the development of educational goals and objectives for the School Improvement Plan.

Preparation of the school's annual budget and plan

The school's budget is shared with all SAC members. A discussion is held centered on the needs of the school and how the use of SIP dollars can best meet those needs. A needs assessment from the staff is part of this conversation. Needs are prioritized and placed within the confines of budgeted dollars.

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

Funds available for projects are limited. The funds available will be used for student awards and recognition purposes. The bulk of the funds will be used to match PTA funding for classroom libraries, big books, and e-readers.

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
Morgan, Hope	Instructional Coach
Meide, Summer	Teacher, K-12
Mauger, Michelle	Teacher, K-12
Yourkovich, Holly	Teacher, K-12
Underwood, Jodie	Teacher, K-12
Carpenter, Allison	Teacher, K-12
Strain, Patricia	Teacher, PreK
Brothers, Jessica	Teacher, K-12
Mathews, Andrea	Other
Rentz, Nancy	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

- Increased silent sustained reading
- Formal vocabulary instruction during Skills Block (K-5)
- School wide K-5 Reading intervention/enrichment time built into master schedule to provide for differentiation in the reading curriculum.
- Facilitate professional development (in-house) on unpacking reading standards at each grade level. Team will facilitate professional development on incorporating reading strategies utilizing Webb's Depth of Knowledge.
- * School-wide Celebrate Literacy Week
- * Principal's Reading Challenge
- School-wide focus on Targeted AMO subgroups that did not meet their targets in reading through before/after school tutoring.
- Sponsor and facilitate Literacy Family Fun Night and Read-a-thon Activities.
- Principal's Book Club (Grades 2-5), Literacy Coach's Book Club (Grades 2-5), and a Parents' Book Club each nine weeks

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

1. Team building activities at each faculty meeting.
2. Wellness activities outside of the school day.
3. Collaborative planning built into the master schedule.
4. Fluid Professional Development calendar with training sessions throughout the year

5. Administrators push in to support teachers during common planning time
6. Hospitality team that supports activities for teachers.

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

1. Rigorous week long ramp up prior to the start of the new school year.
2. Partnering novice teachers with veteran staff
3. Bi-weekly professional development with our on-site instructional coach.
4. Instructional coach models instructional strategies and parallel teaches with the new hires to provide in-depth, one-on-one professional development in the classroom.
5. Quarterly Continuous Learning Cycles
6. Common Planning with grade level mentor

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

PROFESSIONAL DEVELOPMENT FACILITATOR

The transformation of school sites into communities of learners has been effectively accomplished by having portions of Professional Development become school based. To accomplish this vision, a Professional

Development Facilitator was selected and endorsed by the School Improvement Team. This individual received training from the appropriate areas in Professional Development that prepared her to work with teachers in the Mentoring and Induction of Novice Teachers (MINT) Program and the Master In-service Plan. She serves as that integral liaison between the Professional Development Department and TLAE. The Professional Development Facilitator assumes two major roles in the school. She oversees and assists in the Mentoring and Induction of Novice Teachers (MINT) Program and serves as the school-site in-service liaison. In addition, the PDF assists in coordinating school improvement plans, collaboratively designing professional development opportunities for colleagues based on identified school improvement objectives, and functions as a conduit of information on professional development opportunities.

TEACHER INDUCTION PROGRAM

The purpose of the Mentoring and Induction of Novice Teachers (MINT) Program is to provide a supportive, structured program that assists in teacher retention and fosters growth and commitment to excellence in teaching.

SELECTION CRITERIA FOR MENTOR

1. The mentor has a minimum of three (3) years experience.
2. The mentor is a highly skilled classroom teacher with high expectations for students.
3. The mentor is willing to be a part of the professional development of a new teacher, committing both time and energy in working with the new teacher.
4. Whenever possible, the mentor is at the same grade level/subject as the new teacher.
5. The mentor has been trained in Clinical Educator Training (CET) and the formative process of the Florida Performance Measurement System.
6. The mentor's classroom is located near the new teacher's classroom whenever possible.

At TLAE, the mentor meets with the new teacher weekly at scheduled times during the first semester. Following the first semester, they meet no less than once a month for the remainder of the school year. The mentor also attends the Mentoring and Induction of Novice Teachers (MINT) Program and mentor meetings. They observe the new teacher using the Collaborative Assessment for Teachers (CAST) Program and/or CET instrument within the designated timeline of the prescribed program. This way they are able to provide feedback, encouragement, and support.

Another role that the mentor has is to work with the new teacher with respect to the opening of school, open house, parent conferences, school policies and procedures, set up and management of the classroom, and plan for instruction and assessment. They visit the new teacher's classroom for the purpose of providing assistance, they maintain a log of all meetings with the new teacher, assist in the

development of the new teacher's Action Plan, and advise the principal on the teacher's progress and assist in implementing the principal's requests.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

1. Use of DCPS Curriculum Guides
2. Use of FL Standards
3. Use of FL Test Item Specifications
4. Unpacking of standards aligned to resources
5. District coordinates materials for use at the school level

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

1. Each teacher uses data to determine if students have mastered the standard.
 2. Each teacher uses data to group students into centers that are designed to improve student achievement in targeted areas.
 3. Data is used to identify bottom quartiles.
 4. Biweekly Data Chats to analyze formative assessments and determine instructional next steps
- District assessment are conducted at the beginning of the year and throughout the year to include district tests, i-Ready Math and Reading, DAR, Achieve 3000, running records and formative assessments. Data from these assessments, along with analysis of student work is used to differentiate work and provide teacher led small group instruction, literacy and math center activities. Tier 2 and Tier 3 interventions are provided for students as needed.

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

Strategy: Extended School Day

Minutes added to school year: 900

Our objective, in relation to our School Improvement Plan, is to increase the achievement level for 4th and 5th grade students in Math in the following subgroups: White, Black/African American, Hispanic, and Economically Disadvantaged. These students did not meet the AMO requirements for their subgroups on the 2014 Florida Comprehensive Achievement Test 2.0 Math test. In addition, these students have been identified as scoring Levels 1 and 2 in both reading and math and are currently on an individual Progress Monitoring Plans (PMPs). These students will receive additional core academic instruction by certified teachers, during Extended Day. The instruction includes small group instruction, one-on-one instruction, and use of approved computer sites such as i-Ready, Achieve 3000, Gizmos, Math Fact Cafe, and Xtra Math.

Strategy Rationale

Increase the amount of time students receive instruction outside of the core instructional day and provide more individualized support.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mauger, Michelle, maugerm@duvalschools.org

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

Data will be collected through the use of:

1. Formative assessments
2. Portfolio assessment to analyze growth over time
3. Monitor student progress and keep ongoing communication with classroom teachers and parents.
4. Chart individual academic growth in skill areas and address those still needing remediation
5. Reports from i-Ready, Achieve 3000, Gizmos, math Fact Cafe, and Xtra Math.

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

This year our school has added a Pre-K unit. This unit services four year olds in our community that will transition into our kindergarten the following fall.

Kindergarten registration April-August. During registration process, parents are given information about the basic skills that students should be able to perform (i.e., tying shoes, dressing themselves). Students are provided with a gift bag containing crayons, scissors, and activity sheets. Parents and students are then given a tour of the school building with an emphasis on the kindergarten wing. Kindergarten parents and students have their own extended Orientation day separate and apart from grades 1-5.

5th graders work with guidance counselor to transition to middle school setting. Students attend

assemblies focused on careers and end their transition time visiting the middle school for an orientation and tour.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will increase the use of effective data driven differentiated instruction aligned to the standards every day in every classroom.
- G2.** Decrease the number of students that are not proficient in reading by third grade by 2% or more at each grade level
- G3.** Increase parent attendance at family engagement events by 5%.
- G4.** Decrease the percentage of students absent for more than 10 days by 1 %.
- G5.** Reduce by 1% the number of students who receive one or more behavioral referrals that lead to suspension as defined in Section 1003.01 (5), F.S.
- G6.** Increase automaticity of all stakeholders on Emergency and /or Crisis Procedures

Strategic Goals Detail

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

G1. All teachers will increase the use of effective data driven differentiated instruction aligned to the standards every day in every classroom. 1a

G038089

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	79.0
AMO Reading - Asian	89.0
AMO Reading - African American	65.0
AMO Reading - ED	66.0
AMO Reading - ELL	58.0
AMO Reading - Hispanic	77.0
AMO Reading - SWD	57.0
AMO Reading - White	85.0
AMO Math - All Students	79.0
Math Gains	55.0
Math Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- 1. District specialists 2. School-based coach. 3. Program materials 4. District Curriculum Guides and assessments 5. Teacher Academy 6. Texts in classroom libraries and media center 7. Part time Media Specialist

Targeted Barriers to Achieving the Goal 3

- Lack of differentiation of instruction

Plan to Monitor Progress Toward G1. 8

Data Chats and Common Lesson Planning sessions

Person Responsible

Denise Robertson


Schedule

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

Evidence of Completion

Teacher Lesson Plans Classroom Observations CLC Agendas and Action Plans Data Chat Feedback Documentation

G2. Decrease the number of students that are not proficient in reading by third grade by 2% or more at each grade level **1a**

 G038096

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	79.0
AMO Reading - All Students	79.0

Resources Available to Support the Goal **2**

- Curriculum Guides
- Computer Programs
- .Common Planning Time
- Mentoring/Tutoring Programs
- Parent Involvement
- Safety Net Programs
- Grade Specific Complex Texts
- Instructional Coach

Targeted Barriers to Achieving the Goal **3**

- Lack of parent support and knowledge of subject matter.

Plan to Monitor Progress Toward G2. **8**

Administration, Classroom teachers, Instructional Coach, and School Counselor will monitor parent communications of reading expectations through a variety of events and resources; Reading progress and gains will be monitored through State, District , and classroom assessments.

Person Responsible

Denise Robertson


Schedule

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

Evidence of Completion

Parent contact logs, e-mails, attendance sheets from meetings, notes in student planners, and parent surveys; Data Collection from assessments

G3. Increase parent attendance at family engagement events by 5%. 1a

 G038093

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Guidance counselor
- Business Partnerships
- Content Areas SIP Teams
- Content Areas SIP Teams

Targeted Barriers to Achieving the Goal 3

- Other extra-curricular activities outside of school
- The availability of parent resources

Plan to Monitor Progress Toward G3. 8

Parent Survey

Person Responsible

Melissa Jones


Schedule

On 4/30/2015

Evidence of Completion

Feedback from parent survey

G4. Decrease the percentage of students absent for more than 10 days by 1 %. 1a

 G038094

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	1.0

Resources Available to Support the Goal 2

- Truancy Officer
- School Counselor
- .School Social Worker
- Administration
- Teachers

Targeted Barriers to Achieving the Goal 3

- Parents do not understand the relationship between attendance and student achievement.

Plan to Monitor Progress Toward G4. 8

Pull Quarterly Genesis Attendance Reports

Person Responsible

Susan Price

Schedule

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

Evidence of Completion

Genesis Reports

G5. Reduce by 1% the number of students who receive one or more behavioral referrals that lead to suspension as defined in Section 1003.01 (5), F.S. 1a

G038098

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	1.0

Resources Available to Support the Goal 2

- CHAMPs
- Foundations
- Classroom Meetings
- Anti-bullying instruction
- Classroom Guidance
- Parent Involvement
- Assistant Principal
- Week without Violence
- Red Ribbon Week
- Second Step

Targeted Barriers to Achieving the Goal 3

- Lack of communication and direct instruction of school and classroom expectations

Plan to Monitor Progress Toward G5. 8

CRT, Administration will pull quarterly reports to monitor current behavioral referrals/suspensions, and inform teachers, parents, and school counselor.

Person Responsible

Melissa Jones

Schedule

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

Evidence of Completion

Referral records; reduction in behavioral referrals towards suspensions

G6. Increase automaticity of all stakeholders on Emergency and /or Crisis Procedures 1a

 G044723

Targets Supported 1b

Indicator	Annual Target
	100.0

Resources Available to Support the Goal 2

- DCPS Emergency Procedures Manual
- TLAE School Safety Plan

Targeted Barriers to Achieving the Goal 3

- Apathy

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. All teachers will increase the use of effective data driven differentiated instruction aligned to the standards every day in every classroom. **1**

 **G038089**

G1.B6 Lack of differentiation of instruction **2**

 **B091587**

G1.B6.S1 Engage K-2 struggling readers in ongoing data-driven support **4**

 **S102476**

Strategy Rationale

Strengthen K-2 students' foundational reading skills prior to entering the intermediate grades.

Action Step 1 **5**

Participate in job-embedded coaching cycles and peer-to-peer observations and planning to support data-driven differentiated teacher led small group instruction.

Person Responsible

Hope Morgan

Schedule

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

Evidence of Completion

Teacher Lesson Plans Classroom Observations

Action Step 2 5

Utilize the Atlantic Coast High School Externship students for support for K-2 struggling readers.

Person Responsible

Susan Price

Schedule

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

Evidence of Completion

Externship Logs Teacher Data Notebooks Student Data Notebooks

Action Step 3 5

Monitor the implementation and effectiveness of all support mechanisms in all K-2 classrooms.

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Lesson Plans Classroom observations Teacher Data Notebooks

Action Step 4 5

Engage students in daily small group center rotations that are purposeful and driven by data.

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Classroom observation with walkthrough rubric Lesson plans (centers and rotations)
Teacher Data Notebook

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Weekly Walk-throughs utilizing rubric of district's Look Fors

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Teacher Lesson Plans Classroom Observations Rubric Anecdotal Notes

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Daily small group instruction in all K-5 Language Arts Classes

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Teacher Lesson Plans Classroom Observations with walk-through rubric of district's Look fors Anecdotal Notes

G1.B6.S2 Utilize Skills Block, Gradual Release of Responsibility Model, Close Reading Process, and Literacy-based Center Rotations when planning and delivering instruction for grade appropriate reading strategies. 4

 S102477

Strategy Rationale

To focus instruction at every grade level through the use of Best Practices

Action Step 1 5

Provide professional development and follow up support on the components of the Instructional Framework based on teachers' instructional needs.

Person Responsible

Hope Morgan

Schedule

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

Evidence of Completion

Teacher Lesson Plans Classroom Observations

Action Step 2 5

Ensure that Kindergarten and First grade explicit instruction includes phonemic awareness, phonics, decoding, fluency, and vocabulary.

Person Responsible

Hope Morgan

Schedule

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

Evidence of Completion

Lesson Plans Classroom Observations

Action Step 3 5

Ensure that Second and Third Grade instruction includes explicit modeling and guided practice of reading strategies and close reading procedures.

Person Responsible

Hope Morgan

Schedule

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

Evidence of Completion

Lesson Plans Classroom Observations

Action Step 4 5

Ensure that Fourth and Fifth grade instruction includes asking and answering higher order questioning and explicit vocabulary instruction.

Person Responsible

Hope Morgan

Schedule

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

Evidence of Completion

Lesson Plans Classroom Observations

Action Step 5 5

Ensure that all grade levels increase the level of higher order thinking skills by asking “Why?” “Why not?” and “How”, incorporating wait time, and promoting students to make inferences for the questions they are asking.

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Lesson Plans Classroom Observations

Action Step 6 5

Monitor the implementation and effectiveness of the components of the Instructional Framework in all classrooms.

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Lesson Plans Classroom Observations

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Weekly common planning sessions with all Language Arts teachers on a grade level

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Teacher Lesson Plans Classroom Observations Agendas and Minutes from each grade level planning session

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Walk-throughs, Informal, and Formal classroom observations

Person Responsible

Denise Robertson


Schedule

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

Evidence of Completion

Teacher Lesson Plans Classroom Observations Rubrics and Anecdotal notes Post-Observation Conference notes

G1.B6.S3 Engage students in interactive and differentiated small group writing activities. 4

 S116862

Strategy Rationale

Create an environment where writing is engaging and not passive.

Action Step 1 5

Use Making Words for struggling spellers by given them extra practice; weekly written responses in journals; peer conferences; editing practice.

Person Responsible

Hope Morgan

Schedule

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

Evidence of Completion

Center Rotations Walk-through rubrics

Action Step 2 5

Ensure that independent writing centers have a clear purpose, are easily completed by students, and updated as needed

Person Responsible

Hope Morgan

Schedule

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

Evidence of Completion

Lesson Plans Center Rotations Walk-through rubrics

Action Step 3 5

Teacher-led writing group is driven by current data

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Lesson Plans Data Chats anecdotal notes Classroom observations

Plan to Monitor Fidelity of Implementation of G1.B6.S3 6

Collaborate with grade levels weekly

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Agendas and Minutes from grade level meetings Lesson Plan review (rubric) Classroom Observations with district Look Fors

Plan to Monitor Effectiveness of Implementation of G1.B6.S3 7

District Curriculum Guide Assessments

Person Responsible

Denise Robertson


Schedule

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

Evidence of Completion

Prompt writing assignments Interactive Writing Journals

G1.B6.S4 Implement emergent and early writing process in K-2 classrooms with school-wide consistent practice **4**

 S116863

Strategy Rationale

Strengthen K-2 students' writing practices to create a foundation for success in the intermediate grades.

Action Step 1 **5**

Use the emergent writing process in K-1 classrooms and the writing process in 2nd grade classrooms.

Person Responsible

Hope Morgan

Schedule

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

Evidence of Completion

Interactive writing journals Anecdotal notes from writing conferences

Plan to Monitor Fidelity of Implementation of G1.B6.S4 **6**

Emergent writing monitoring checklist

Person Responsible

Hope Morgan

Schedule

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

Evidence of Completion

Emergent writing monitoring checklist Anecdotal notes from writing conferences

Plan to Monitor Effectiveness of Implementation of G1.B6.S4 7

Data Chats with K-2 Language Arts Teachers

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Agendas and Minutes from data chats Anecdotal notes from coaching conversations with teachers

G1.B6.S5 Engage students in daily small group math center rotations that are purposeful and driven by data. 4

 S119029

Strategy Rationale

Engaging students in daily differentiated centers will allow teachers to address areas of need and areas requiring enrichment.

Action Step 1 5

Implement centers on a daily basis to include a teacher-led center that is data driven, a computer-based center, and an independent center that has a focus on continuation/enrichment of current benchmarks.

Person Responsible

Susan Price

Schedule

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

Evidence of Completion

Lesson Plans Center rotations Classroom Walk-through Rubrics for centers

Action Step 2 5

Examine the diagnostic data from i-Ready and data from quarterly CGAs to determine the focus of small group centers.

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Anecdotal notes from biweekly Data Chats Performance Matters Reports

Plan to Monitor Fidelity of Implementation of G1.B6.S5 6

Classroom observations (walkthroughs, informals, and formals)

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Center rotation schedules Anecdotal notes from centers Classroom observation anecdotal notes

Plan to Monitor Effectiveness of Implementation of G1.B6.S5 7

Classroom observations and Data Chats

Person Responsible

Denise Robertson


Schedule

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

Evidence of Completion

Anecdotal notes from walk-throughs, informals, and formals Anecdotal documentation from Data Chats

G1.B6.S6 Unpack mathematical standards to develop teacher understanding of the mathematical concepts that they are teaching and link them to the item specifications. 4

 S119030

Strategy Rationale

Deepen teacher understanding of the standards that must be taught for students to be successful at their present grade level.

Action Step 1 5

Meet with teachers by grade level and unpack standards and Test Item Specifications for the following month.

Person Responsible

Susan Price

Schedule

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

Evidence of Completion

Lesson Plans Unpacking template Classroom artifact charts

Plan to Monitor Fidelity of Implementation of G1.B6.S6 6

Classroom Observations to see evidence of the unpacking of standards.

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Lesson Plans Unpacking template Artifacts of unpacked standards

Plan to Monitor Effectiveness of Implementation of G1.B6.S6 7

Lesson Plan review with emphasis on the standards that will be taught and the activities linked to the standards.

Person Responsible

Denise Robertson


Schedule

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

Evidence of Completion

Lesson Plans Artifact charts of unpacked standards Student performance on summative assessments

G1.B6.S7 Engage students in hands-on, interactive, and small group investigations 4

 S121463

Strategy Rationale

Provide rigorous content in science to increase student engagement

Action Step 1 5

Plan for and implement weekly science investigations in all grades K-5

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Lesson Plans Classroom observations (walk-throughs, informal/formal) Interactive Science Journals

Action Step 2 5

Incorporate the use of online activities and resources for small groups such as Study Jams, Gizmos, and FCAT Explorer (FOCUS)

Person Responsible

Susan Price

Schedule

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

Evidence of Completion

Lesson Plans Classroom observations (walk-throughs, Focus walks, informal/formal)
Interactive Science Journals

Plan to Monitor Fidelity of Implementation of G1.B6.S7 6

Weekly Focus Walks to monitor science instruction to ensure that students engage in hands-on, interactive, and small group investigations.

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Focus Walk Checklists Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B6.S7 7

Focus Walks
Informal/Formal Classroom Observations
Coaching Conversations with Teachers

Person Responsible

Denise Robertson


Schedule

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

Evidence of Completion

Classroom Observation Rubrics DCPS Curriculum Guide Assessments FCAT 2.0 Science

G1.B6.S8 Incorporate reading and writing strategies into science instruction. 4

 S121464

Strategy Rationale

Increase student comprehension of non-fiction/informational text.

Action Step 1 5

Use reading comprehension strategies when reading from the text during whole group instruction.

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Lesson Plans Student work portfolios Classroom observations

Action Step 2 5

Provide students with printables to paste into their journals and model how to underline or highlight important concepts. Include graphic organizers such as: flip charts, Venn diagrams, foldables, webs, t-charts, etc. into science journals.

Person Responsible

Hope Morgan

Schedule

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

Evidence of Completion

Interactive Science Journals DCPS Curriculum Guide Assessments in Science

Plan to Monitor Fidelity of Implementation of G1.B6.S8 6

Focus Walks looking for specific evidence of implementation

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Focus Walk Checklists Classroom Observations DCPS Curriculum Guide Assessments -
Science Interactive Science Journals

Plan to Monitor Effectiveness of Implementation of G1.B6.S8 7

Classroom Observations (Walk-throughs, Informal/Formal)
Lesson Plan Review

Person Responsible

Denise Robertson


Schedule

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


Evidence of Completion

Focus Walk Checklists Classroom Observations DCPS Curriculum Guide Assessments -
Science Interactive Science Journals


G2. Decrease the number of students that are not proficient in reading by third grade by 2% or more at each grade level **1**

 G038096

G2.B1 Lack of parent support and knowledge of subject matter. **2**

 B091604

G2.B1.S1 Teachers, school counselor, and administration will effectively communicate the expectations for reading to the parents through a variety of events and resources. **4**

 S102498

Strategy Rationale

To create a bond between school and families

Action Step 1 **5**

Teachers and administration will use all available resources to effectively communicate the expectations of reading to the parents. Parent Nights, Open House, Meet the Teacher, RTI, MRT, 504, and IEP meetings; and informational updates are available through the school newsletter, website, e-mails, student planners, and classroom visits.

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Progress Reports; Data Notebooks; District and State Reading Assessments

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

Documentation of communications to parents; records will be kept in a variety of ways

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Parent contact logs, e-mails, attendance sheets from meetings, notes in student planners, and parent surveys.

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

Administration, School Counselor, and classroom teachers will keep track of communications with parents.

Person Responsible

Denise Robertson

Schedule


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

Evidence of Completion

Parent contact logs, e-mails, attendance sheets from meetings, notes in student planners, and parent surveys.

G2.B1.S2 Literacy teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, You Do, Closure) with fidelity; Literacy teachers will engage in the use of complex text to drive instruction in the classroom. 4

Strategy Rationale

 S102499

To increase teacher pedagogy of best practices

Action Step 1 5

Teachers will participate in ongoing professional development with the Instructional Coach to understand how to implement the DCPS Instructional Framework Model with fidelity, and use grade-level appropriate, complex text to drive instruction

Person Responsible

Hope Morgan

Schedule

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

Evidence of Completion

Certificates of completion; Exit tickets; Documentation and evaluations of professional development

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

Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school Instructional Coach.

Person Responsible

Hope Morgan

Schedule

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

Evidence of Completion

Minutes will be recorded by the Instructional Coach, and then debriefed with administration to determine that the Instructional Framework Model is being appropriately implemented

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

The Instructional Coach will lesson plan with classroom teachers during common planning time; Administrators will monitor the lesson plans

Person Responsible

Denise Robertson

Schedule

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


Evidence of Completion

Lesson Plans, and Common Planning Minutes


G3. Increase parent attendance at family engagement events by 5%. 1

 G038093

G3.B1 Other extra-curricular activities outside of school 2

 B091598

G3.B1.S1 Involve students in academic as well as arts activities. 4

 S102491

Strategy Rationale

To create a well-rounded student body.

Action Step 1 5

Change academic nights focus to include students in presentation

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Agenda/programs Sign in sheets from events

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

Collaboration of teachers and PTA to create a calendar of community events

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Agendas and/or programs Sign in sheets from events Minutes from collaboration meetings

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

Feedback from parent surveys, sign-in sheets and attendance records

Person Responsible

Denise Robertson


Schedule

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


Evidence of Completion

Feedback from parent surveys, sign-in sheets and attendance records Gallup Survey
Climate Survey

G3.B2 The availability of parent resources 2

 B091599

G3.B2.S1 Set up an on-site parent resource center 4

 S102492

Strategy Rationale

To allow all parents access to online resources and increase connectivity between school and home.

Action Step 1 5

On-site parent resource center

Person Responsible

Melissa Jones

Schedule

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

Evidence of Completion

On-site parent resource center

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

On-site parent resource center

Person Responsible

Melissa Jones

Schedule

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

Evidence of Completion

Feedback from parent survey Sign in logs in resource center

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

On-site parent resource center

Person Responsible

Melissa Jones

Schedule

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

Evidence of Completion

Feedback from parent survey

G4. Decrease the percentage of students absent for more than 10 days by 1 %. 1

G038094

G4.B1 Parents do not understand the relationship between attendance and student achievement. 2

B091600

G4.B1.S1 Parent meetings and notices to educate the parents on the importance of regular attendance and the impact on academic performance 4

S102493

Strategy Rationale

Education parents on the connection between regular attendance and academic achievement.

Action Step 1 5

Parent presentations during Orientation and Open House; Parent information in school News Letters, e-mails, phone calls, school web site, daily planner

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Sign-in sheets Agenda School Messenger graphs Archives of school newsletter Website

Action Step 2 5

Regularly scheduled monthly AIT Meetings

Person Responsible

Susan Price

Schedule

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

Evidence of Completion

Genesis Attendance Reports

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

Teachers and administration will explain attendance policies during Meet the Teacher; Open House, parent meetings, e-mail, school web site, daily planners, and regularly scheduled AIT meetings

Person Responsible

Susan Price

Schedule

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

Evidence of Completion

Improved attendance and on-time arrival; Attendance reports

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

Pull monthly attendance reports

Person Responsible

Susan Price


Schedule

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


Evidence of Completion

Copy of Attendance Reports


G5. Reduce by 1% the number of students who receive one or more behavioral referrals that lead to suspension as defined in Section 1003.01 (5), F.S. **1**

 G038098

G5.B1 Lack of communication and direct instruction of school and classroom expectations **2**

 B091608

G5.B1.S1 Implementation of Classroom Guidance Instruction; Covey's Seven Habits, School-wide Five Colors of Conduct Discipline Program **4**

 S102502

Strategy Rationale

Standardization of Positive Discipline practices for fairness and equality

Action Step 1 **5**

Classroom guidance instruction; Covey's Seven Habits; School-wide Five Colors of Conduct Discipline Program; Red Ribbon and Week without Violence Assemblies; Morning broadcast of school-wide themes; Faculty Meetings

Person Responsible

Susan Beauchamp

Schedule

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

Evidence of Completion

Reduction in referrals towards suspension SESIR report

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

School Counselor will implement Anti-bullying instruction, Speak-up Be Safe, Character themes, Week without Violence, and Red Ribbon Week in order to improve student behavior; Classroom teachers will implement Covey's Seven Habits, and School-wide Five Colors of Conduct Discipline Program.

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

SESIR reports Conduct Incident Reports Anecdotal Notes

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

School-wide Discipline Program

Person Responsible

Denise Robertson


Schedule

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

Evidence of Completion

Printed SESIR Reports; reduction in referrals towards suspension

G5.B1.S2 Weekly classroom meetings with specific lesson goal; Introduce CHAMPS during the first nine weeks of school and review throughout the school year. 4

 S102503

Strategy Rationale

To open the lines of communication and be proactive in our approach to handing discipline.

Action Step 1 5

Classroom Meetings; Student Leaders of the Week

Person Responsible

Melissa Jones

Schedule

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

Evidence of Completion

Classroom Meeting Log Cumulative list of Student Leaders of the Week for the year

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

Classroom teachers will implement weekly classroom meetings with specific social objective, and review CHAMPS during the first nine weeks of school followed by a review throughout the school year.

Person Responsible

Melissa Jones

Schedule

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

Evidence of Completion

Classroom Meeting Log; Communication with students that may prevent incidents that lead to suspension

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

Classroom teacher will maintain a classroom Meeting Log, Discipline Data on the students. School Counselor, and administration will be involved to monitor the status of referrals/suspensions.

Person Responsible

Melissa Jones


Schedule

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


Evidence of Completion

Printed Reports; reduction in referrals towards suspension

G6. Increase automaticity of all stakeholders on Emergency and /or Crisis Procedures 1

 G044723

G6.B1 Apathy 2

 B110138

G6.B1.S1 Regularly scheduled drills (Code Yellow, Code Red Lockdown, and Code Red Evacuation) 4

 S121636

Strategy Rationale

To increase awareness and preparedness

Action Step 1 5

School-wide calendar of proposed drill practice dates

Person Responsible

Susan Beauchamp

Schedule

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

Evidence of Completion

Feedback checklists from fire department Debrief (notes) from Code Yellow and Code Red drills

Action Step 2 5

District Random Code Red Drills

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Feedback from district personnel conducting drill

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

Random emergency drills

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Feedback checklist Debriefing notes from the emergency drills

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

Review of school-wide drill procedures and responsiveness of faculty/staff/students

Person Responsible

Denise Robertson

Schedule

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

Evidence of Completion

Feedback Checklist Debriefing notes from emergency drills

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.B6.S1.A1	Participate in job-embedded coaching cycles and peer-to-peer observations and planning to support data-driven differentiated teacher led small group instruction.	Morgan, Hope	9/1/2014	Teacher Lesson Plans Classroom Observations	6/5/2015 biweekly
G1.B6.S2.A1	Provide professional development and follow up support on the components of the Instructional Framework based on teachers' instructional needs.	Morgan, Hope	9/1/2014	Teacher Lesson Plans Classroom Observations	6/5/2015 weekly
G3.B1.S1.A1	Change academic nights focus to include students in presentation	Robertson, Denise	9/1/2014	Agenda/programs Sign in sheets from events	6/5/2015 monthly
G3.B2.S1.A1	On-site parent resource center	Jones, Melissa	8/18/2014	On-site parent resource center	6/5/2015 monthly
G4.B1.S1.A1	Parent presentations during Orientation and Open House; Parent information in school News Letters, e-mails, phone calls, school web site, daily planner	Robertson, Denise	8/18/2014	Sign-in sheets Agenda School Messenger graphs Archives of school newsletter Website	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Teachers and administration will use all available resources to effectively communicate the expectations of reading to the parents. Parent Nights, Open House, Meet the Teacher, RTI, MRT, 504, and IEP meetings; and informational updates are available through the school newsletter, website, e-mails, student planners, and classroom visits.	Robertson, Denise	8/18/2014	Progress Reports; Data Notebooks; District and State Reading Assessments	6/5/2015 monthly
G2.B1.S2.A1	Teachers will participate in ongoing professional development with the Instructional Coach to understand how to implement the DCPS Instructional Framework Model with fidelity, and use grade-level appropriate, complex text to drive instruction	Morgan, Hope	8/18/2014	Certificates of completion; Exit tickets; Documentation and evaluations of professional development	6/5/2015 biweekly
G5.B1.S1.A1	Classroom guidance instruction; Covey's Seven Habits; School-wide Five Colors of Conduct Discipline Program; Red Ribbon and Week without Violence Assemblies; Morning broadcast of school-wide themes; Faculty Meetings	Beauchamp, Susan	8/18/2014	Reduction in referrals towards suspension SESIR report	6/5/2015 daily
G5.B1.S2.A1	Classroom Meetings; Student Leaders of the Week	Jones, Melissa	8/18/2014	Classroom Meeting Log Cumulative list of Student Leaders of the Week for the year	6/5/2015 weekly
G1.B6.S3.A1	Use Making Words for struggling spellers by given them extra practice; weekly written responses in journals; peer conferences; editing practice.	Morgan, Hope	8/18/2014	Center Rotations Walk-through rubrics	6/5/2015 weekly
G1.B6.S4.A1	Use the emergent writing process in K-1 classrooms and the writing process in 2nd grade classrooms.	Morgan, Hope	9/1/2014	Interactive writing journals Anecdotal notes from writing conferences	6/5/2015 weekly
G1.B6.S5.A1	Implement centers on a daily basis to include a teacher-led center that is data driven, a computer-based center, and an independent center that has a focus on continuation/enrichment of current benchmarks.	Price, Susan	9/1/2014	Lesson Plans Center rotations Classroom Walk-through Rubrics for centers	6/5/2015 weekly
G1.B6.S6.A1	Meet with teachers by grade level and unpack standards and Test Item Specifications for the following month.	Price, Susan	9/1/2014	Lesson Plans Unpacking template Classroom artifact charts	6/5/2015 monthly
G1.B6.S7.A1	Plan for and implement weekly science investigations in all grades K-5	Robertson, Denise	8/18/2014	Lesson Plans Classroom observations (walk-throughs, informal/formal) Interactive Science Journals	6/5/2015 weekly
G1.B6.S8.A1	Use reading comprehension strategies when reading from the text during whole group instruction.	Robertson, Denise	8/18/2014	Lesson Plans Student work portfolios Classroom observations	6/5/2015 weekly
G6.B1.S1.A1	School-wide calendar of proposed drill practice dates	Beauchamp, Susan	8/18/2014	Feedback checklists from fire department Debrief (notes) from Code Yellow and Code Red drills	6/5/2015 monthly
G4.B1.S1.A2	Regularly scheduled monthly AIT Meetings	Price, Susan	8/18/2014	Genesis Attendance Reports	6/5/2015 monthly
G1.B6.S1.A2	Utilize the Atlantic Coast High School Externship students for support for K-2 struggling readers.	Price, Susan	10/1/2014	Externship Logs Teacher Data Notebooks Student Data Notebooks	6/5/2015 daily
G1.B6.S2.A2	Ensure that Kindergarten and First grade explicit instruction includes phonemic awareness, phonics, decoding, fluency, and vocabulary.	Morgan, Hope	9/1/2014	Lesson Plans Classroom Observations	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S3.A2	Ensure that independent writing centers have a clear purpose, are easily completed by students, and updated as needed	Morgan, Hope	9/1/2014	Lesson Plans Center Rotations Walk-through rubrics	6/5/2015 weekly
G1.B6.S5.A2	Examine the diagnostic data from i-Ready and data from quarterly CGAs to determine the focus of small group centers.	Robertson, Denise	9/1/2014	Anecdotal notes from biweekly Data Chats Performance Matters Reports	6/5/2015 biweekly
G1.B6.S7.A2	Incorporate the use of online activities and resources for small groups such as Study Jams, Gizmos, and FCAT Explorer (FOCUS)	Price, Susan	8/18/2014	Lesson Plans Classroom observations (walk-throughs, Focus walks, informal/formal) Interactive Science Journals	6/5/2015 weekly
G1.B6.S8.A2	Provide students with printables to paste into their journals and model how to underline or highlight important concepts. Include graphic organizers such as: flip charts, Venn diagrams, foldables, webs, t-charts, etc. into science journals.	Morgan, Hope	8/18/2014	Interactive Science Journals DCPS Curriculum Guide Assessments in Science	6/5/2015 biweekly
G6.B1.S1.A2	District Random Code Red Drills	Robertson, Denise	8/18/2014	Feedback from district personnel conducting drill	6/5/2015 annually
G1.B6.S1.A3	Monitor the implementation and effectiveness of all support mechanisms in all K-2 classrooms.	Robertson, Denise	8/18/2014	Lesson Plans Classroom observations Teacher Data Notebooks	6/5/2015 daily
G1.B6.S2.A3	Ensure that Second and Third Grade instruction includes explicit modeling and guided practice of reading strategies and close reading procedures.	Morgan, Hope	9/1/2014	Lesson Plans Classroom Observations	6/5/2015 weekly
G1.B6.S3.A3	Teacher-led writing group is driven by current data	Robertson, Denise	9/1/2014	Lesson Plans Data Chats anecdotal notes Classroom observations	6/5/2015 weekly
G1.B6.S2.A4	Ensure that Fourth and Fifth grade instruction includes asking and answering higher order questioning and explicit vocabulary instruction.	Morgan, Hope	9/1/2014	Lesson Plans Classroom Observations	6/5/2015 weekly
G1.B6.S1.A4	Engage students in daily small group center rotations that are purposeful and driven by data.	Robertson, Denise	9/1/2014	Classroom observation with walkthrough rubric Lesson plans (centers and rotations) Teacher Data Notebook	6/5/2015 weekly
G1.B6.S2.A5	Ensure that all grade levels increase the level of higher order thinking skills by asking "Why?" "Why not?" and "How", incorporating wait time, and promoting students to make inferences for the questions they are asking.	Robertson, Denise	9/1/2014	Lesson Plans Classroom Observations	6/5/2015 daily
G1.B6.S2.A6	Monitor the implementation and effectiveness of the components of the Instructional Framework in all classrooms.	Robertson, Denise	8/18/2014	Lesson Plans Classroom Observations	6/5/2015 daily
G1.MA1	Data Chats and Common Lesson Planning sessions	Robertson, Denise	8/18/2014	Teacher Lesson Plans Classroom Observations CLC Agendas and Action Plans Data Chat Feedback Documentation	6/5/2015 biweekly
G1.B6.S1.MA1	Daily small group instruction in all K-5 Language Arts Classes	Robertson, Denise	8/18/2014	Teacher Lesson Plans Classroom Observations with walk-through rubric of district's Look fors Anecdotal Notes	6/5/2015 weekly
G1.B6.S1.MA1	Weekly Walk-throughs utilizing rubric of district's Look Fors	Robertson, Denise	8/18/2014	Teacher Lesson Plans Classroom Observations Rubric Anecdotal Notes	6/5/2015 weekly
G1.B6.S2.MA1	Walk-throughs, Informal, and Formal classroom observations	Robertson, Denise	9/1/2014	Teacher Lesson Plans Classroom Observations Rubrics and Anecdotal notes Post-Observation Conference notes	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S2.MA1	Weekly common planning sessions with all Language Arts teachers on a grade level	Robertson, Denise	8/18/2014	Teacher Lesson Plans Classroom Observations Agendas and Minutes from each grade level planning session	6/5/2015 weekly
G1.B6.S3.MA1	District Curriculum Guide Assessments	Robertson, Denise	9/1/2014	Prompt writing assignments Interactive Writing Journals	6/5/2015 biweekly
G1.B6.S3.MA1	Collaborate with grade levels weekly	Robertson, Denise	9/1/2014	Agendas and Minutes from grade level meetings Lesson Plan review (rubric) Classroom Observations with district Look Fors	6/5/2015 weekly
G1.B6.S4.MA1	Data Chats with K-2 Language Arts Teachers	Robertson, Denise	9/1/2014	Agendas and Minutes from data chats Anecdotal notes from coaching conversations with teachers	6/5/2015 monthly
G1.B6.S4.MA1	Emergent writing monitoring checklist	Morgan, Hope	9/1/2014	Emergent writing monitoring checklist Anecdotal notes from writing conferences	6/5/2015 biweekly
G1.B6.S5.MA1	Classroom observations and Data Chats	Robertson, Denise	9/1/2014	Anecdotal notes from walk-throughs, informals, and formals Anecdotal documentation from Data Chats	6/5/2015 biweekly
G1.B6.S5.MA1	Classroom observations (walkthroughs, informals, and formals)	Robertson, Denise	9/1/2014	Center rotation schedules Anecdotal notes from centers Classroom observation anecdotal notes	6/5/2015 biweekly
G1.B6.S6.MA1	Lesson Plan review with emphasis on the standards that will be taught and the activities linked to the standards.	Robertson, Denise	9/1/2014	Lesson Plans Artifact charts of unpacked standards Student performance on summative assessments	6/5/2015 weekly
G1.B6.S6.MA1	Classroom Observations to see evidence of the unpacking of standards.	Robertson, Denise	9/1/2014	Lesson Plans Unpacking template Artifacts of unpacked standards	6/5/2015 weekly
G1.B6.S7.MA1	Focus Walks Informal/Formal Classroom Observations Coaching Conversations with Teachers	Robertson, Denise	9/1/2014	Classroom Observation Rubrics DCPS Curriculum Guide Assessments FCAT 2.0 Science	6/5/2015 quarterly
G1.B6.S7.MA1	Weekly Focus Walks to monitor science instruction to ensure that students engage in hands-on, interactive, and small group investigations.	Robertson, Denise	9/1/2014	Focus Walk Checklists Lesson Plans	6/5/2015 weekly
G1.B6.S8.MA1	Classroom Observations (Walk-throughs, Informal/Formal) Lesson Plan Review	Robertson, Denise	9/1/2014	Focus Walk Checklists Classroom Observations DCPS Curriculum Guide Assessments - Science Interactive Science Journals	6/5/2015 weekly
G1.B6.S8.MA1	Focus Walks looking for specific evidence of implementation	Robertson, Denise	9/1/2014	Focus Walk Checklists Classroom Observations DCPS Curriculum Guide Assessments - Science Interactive Science Journals	6/5/2015 weekly
G2.MA1	Administration, Classroom teachers, Instructional Coach, and School Counselor will monitor parent communications of reading expectations through a variety of events and resources; Reading progress and gains will be monitored through State, District, and classroom assessments.	Robertson, Denise	8/18/2014	Parent contact logs, e-mails, attendance sheets from meetings, notes in student planners, and parent surveys; Data Collection from assessments	6/5/2015 monthly
G2.B1.S1.MA1	Administration, School Counselor, and classroom teachers will keep track of communications with parents.	Robertson, Denise	8/18/2014	Parent contact logs, e-mails, attendance sheets from meetings, notes in student planners, and parent surveys.	6/5/2015 monthly
G2.B1.S1.MA1	Documentation of communications to parents; records will be kept in a variety of ways	Robertson, Denise	8/18/2014	Parent contact logs, e-mails, attendance sheets from meetings, notes in student planners, and parent surveys.	6/5/2015 monthly
G2.B1.S2.MA1	The Instructional Coach will lesson plan with classroom teachers during common planning time; Administrators will monitor the lesson plans	Robertson, Denise	8/18/2014	Lesson Plans, and Common Planning Minutes	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school Instructional Coach.	Morgan, Hope	8/18/2014	Minutes will be recorded by the Instructional Coach, and then debriefed with administration to determine that the Instructional Framework Model is being appropriately implemented	6/5/2015 weekly
G3.MA1	Parent Survey	Jones, Melissa	3/2/2015	Feedback from parent survey	4/30/2015 one-time
G3.B1.S1.MA1	Feedback from parent surveys, sign-in sheets and attendance records	Robertson, Denise	9/1/2014	Feedback from parent surveys, sign-in sheets and attendance records Gallup Survey Climate Survey	6/5/2015 quarterly
G3.B1.S1.MA1	Collaboration of teachers and PTA to create a calendar of community events	Robertson, Denise	9/1/2014	Agendas and/or programs Sign in sheets from events Minutes from collaboration meetings	6/5/2015 monthly
G3.B2.S1.MA1	On-site parent resource center	Jones, Melissa	8/18/2014	Feedback from parent survey	6/5/2015 monthly
G3.B2.S1.MA1	On-site parent resource center	Jones, Melissa	8/18/2014	Feedback from parent survey Sign in logs in resource center	6/5/2015 monthly
G4.MA1	Pull Quarterly Genesis Attendance Reports	Price, Susan	8/18/2014	Genesis Reports	6/5/2015 monthly
G4.B1.S1.MA1	Pull monthly attendance reports	Price, Susan	8/18/2014	Copy of Attendance Reports	6/5/2015 monthly
G4.B1.S1.MA1	Teachers and administration will explain attendance policies during Meet the Teacher; Open House, parent meetings, e-mail, school web site, daily planners, and regularly scheduled AIT meetings	Price, Susan	8/18/2014	Improved attendance and on-time arrival; Attendance reports	6/5/2015 monthly
G5.MA1	CRT, Administration will pull quarterly reports to monitor current behavioral referrals/suspensions, and inform teachers, parents, and school counselor.	Jones, Melissa	8/18/2014	Referral records; reduction in behavioral referrals towards suspensions	6/5/2015 quarterly
G5.B1.S1.MA1	School-wide Discipline Program	Robertson, Denise	8/18/2014	Printed SESIR Reports; reduction in referrals towards suspension	6/5/2015 daily
G5.B1.S1.MA1	School Counselor will implement Anti-bullying instruction, Speak-up Be Safe, Character themes, Week without Violence, and Red Ribbon Week in order to improve student behavior; Classroom teachers will implement Covey's Seven Habits, and School-wide Five Colors of Conduct Discipline Program.	Robertson, Denise	8/18/2014	SESIR reports Conduct Incident Reports Anecdotal Notes	6/5/2015 daily
G5.B1.S2.MA1	Classroom teacher will maintain a classroom Meeting Log, Discipline Data on the students. School Counselor, and administration will be involved to monitor the status of referrals/suspensions.	Jones, Melissa	8/18/2014	Printed Reports; reduction in referrals towards suspension	6/5/2015 weekly
G5.B1.S2.MA1	Classroom teachers will implement weekly classroom meetings with specific social objective, and review CHAMPS during the first nine weeks of school followed by a review throughout the school year.	Jones, Melissa	8/18/2014	Classroom Meeting Log; Communication with students that may prevent incidents that lead to suspension	6/5/2015 weekly
G6.B1.S1.MA1	Review of school-wide drill procedures and responsiveness of faculty/staff/students	Robertson, Denise	8/18/2014	Feedback Checklist Debriefing notes from emergency drills	6/5/2015 quarterly
G6.B1.S1.MA1	Random emergency drills	Robertson, Denise	8/18/2014	Feedback checklist Debriefing notes from the emergency drills	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 Opportunities

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

G1. All teachers will increase the use of effective data driven differentiated instruction aligned to the standards every day in every classroom.

G1.B6 Lack of differentiation of instruction

G1.B6.S1 Engage K-2 struggling readers in ongoing data-driven support

PD Opportunity 1

Participate in job-embedded coaching cycles and peer-to-peer observations and planning to support data-driven differentiated teacher led small group instruction.

Facilitator

School Based Reading Coach District Reading Specialist

Participants

K-5 Language Arts Teachers

Schedule

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

PD Opportunity 2

Utilize the Atlantic Coast High School Externship students for support for K-2 struggling readers.

Facilitator

Assistant Principal Principal ACHS

Participants

K-5 Language Arts Teachers

Schedule

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

PD Opportunity 3

Monitor the implementation and effectiveness of all support mechanisms in all K-2 classrooms.

Facilitator

School-based Reading Coach Principal

Participants

K-5 Language Arts Teachers

Schedule

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

PD Opportunity 4

Engage students in daily small group center rotations that are purposeful and driven by data.

Facilitator

School-based Reading Coach Principal

Participants

K-5 Language Arts Teachers

Schedule

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

G1.B6.S2 Utilize Skills Block, Gradual Release of Responsibility Model, Close Reading Process, and Literacy-based Center Rotations when planning and delivering instruction for grade appropriate reading strategies.

PD Opportunity 1

Provide professional development and follow up support on the components of the Instructional Framework based on teachers' instructional needs.

Facilitator

School-based Reading coach Principal

Participants

K-5 Language Arts Teachers

Schedule

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

PD Opportunity 2

Ensure that Kindergarten and First grade explicit instruction includes phonemic awareness, phonics, decoding, fluency, and vocabulary.

Facilitator

School-based Reading Coach Principal

Participants

K-5 Language Arts Teachers

Schedule

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

PD Opportunity 3

Ensure that Second and Third Grade instruction includes explicit modeling and guided practice of reading strategies and close reading procedures.

Facilitator

School-based Reading coach Principal

Participants

K-5 Language Arts Teachers

Schedule

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

PD Opportunity 4

Ensure that Fourth and Fifth grade instruction includes asking and answering higher order questioning and explicit vocabulary instruction.

Facilitator

School-based Reading Coach Principal

Participants

K-5 Language Arts Teachers

Schedule

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

PD Opportunity 5

Ensure that all grade levels increase the level of higher order thinking skills by asking “Why?” “Why not?” and “How”, incorporating wait time, and promoting students to make inferences for the questions they are asking.

Facilitator

School-based Reading Coach Principal

Participants

K-5 Language Arts Teachers

Schedule

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

PD Opportunity 6

Monitor the implementation and effectiveness of the components of the Instructional Framework in all classrooms.

Facilitator

School-based Reading Coach District Reading Specialist Principal

Participants

K-5 Language Arts Teachers

Schedule

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

G1.B6.S3 Engage students in interactive and differentiated small group writing activities.

PD Opportunity 1

Use Making Words for struggling spellers by given them extra practice; weekly written responses in journals; peer conferences; editing practice.

Facilitator

School-based reading coach Principal

Participants

K-5 Language Arts Teachers

Schedule

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

PD Opportunity 2

Ensure that independent writing centers have a clear purpose, are easily completed by students, and updated as needed

Facilitator

School-based reading coach Principal

Participants

K-5 Language Arts Teachers

Schedule

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

PD Opportunity 3

Teacher-led writing group is driven by current data

Facilitator

Principal

Participants

K-5 Language Arts Teachers

Schedule

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

G1.B6.S4 Implement emergent and early writing process in K-2 classrooms with school-wide consistent practice

PD Opportunity 1

Use the emergent writing process in K-1 classrooms and the writing process in 2nd grade classrooms.

Facilitator

School-based Reading coach District Reading Specialist

Participants

K-2 Language Arts Teachers

Schedule

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

G1.B6.S5 Engage students in daily small group math center rotations that are purposeful and driven by data.

PD Opportunity 1

Implement centers on a daily basis to include a teacher-led center that is data driven, a computer-based center, and an independent center that has a focus on continuation/enrichment of current benchmarks.

Facilitator

Assistant Principal District math specialist

Participants

K-5 Math classroom teachers

Schedule

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

PD Opportunity 2

Examine the diagnostic data from i-Ready and data from quarterly CGAs to determine the focus of small group centers.

Facilitator

Principal Assistant Principal District Math specialist

Participants

K-5 Math classroom teachers

Schedule

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

G1.B6.S6 Unpack mathematical standards to develop teacher understanding of the mathematical concepts that they are teaching and link them to the item specifications.

PD Opportunity 1

Meet with teachers by grade level and unpack standards and Test Item Specifications for the following month.

Facilitator

Principal Assistant Principal District Math Specialist

Participants

K-5 Math Classroom Teachers

Schedule

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

G1.B6.S7 Engage students in hands-on, interactive, and small group investigations

PD Opportunity 1

Plan for and implement weekly science investigations in all grades K-5

Facilitator

Science SIP Team District Science Specialist

Participants

K-5 Science Classroom Teachers

Schedule

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

PD Opportunity 2

Incorporate the use of online activities and resources for small groups such as Study Jams, Gizmos, and FCAT Explorer (FOCUS)

Facilitator

Science SIP Team District Science Specialist

Participants

K-5 Science Classroom Teachers

Schedule

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

G1.B6.S8 Incorporate reading and writing strategies into science instruction.

PD Opportunity 1

Use reading comprehension strategies when reading from the text during whole group instruction.

Facilitator

Principal Assistant Principal District Science Specialist School-based Reading Coach

Participants

K-5 Classroom Science Teachers

Schedule

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

PD Opportunity 2

Provide students with printables to paste into their journals and model how to underline or highlight important concepts. Include graphic organizers such as: flip charts, Venn diagrams, foldables, webs, t-charts, etc. into science journals.

Facilitator

Principal Assistant Principal District Science Specialist School-based Reading Coach

Participants

K-5 Classroom Science Teachers

Schedule

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

G2. Decrease the number of students that are not proficient in reading by third grade by 2% or more at each grade level

G2.B1 Lack of parent support and knowledge of subject matter.

G2.B1.S2 Literacy teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, You Do, Closure) with fidelity; Literacy teachers will engage in the use of complex text to drive instruction in the classroom.

PD Opportunity 1

Teachers will participate in ongoing professional development with the Instructional Coach to understand how to implement the DCPS Instructional Framework Model with fidelity, and use grade-level appropriate, complex text to drive instruction

Facilitator

School-based Reading Coach

Participants

K-5 ELA Classroom Teachers

Schedule

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

G5. Reduce by 1% the number of students who receive one or more behavioral referrals that lead to suspension as defined in Section 1003.01 (5), F.S.

G5.B1 Lack of communication and direct instruction of school and classroom expectations

G5.B1.S1 Implementation of Classroom Guidance Instruction; Covey's Seven Habits, School-wide Five Colors of Conduct Discipline Program

PD Opportunity 1

Classroom guidance instruction; Covey's Seven Habits; School-wide Five Colors of Conduct Discipline Program; Red Ribbon and Week without Violence Assemblies; Morning broadcast of school-wide themes; Faculty Meetings

Facilitator

Principal Guidance Counselor

Participants

K-5 Classroom Teachers and Students

Schedule

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

G6. Increase automaticity of all stakeholders on Emergency and /or Crisis Procedures

G6.B1 Apathy

G6.B1.S1 Regularly scheduled drills (Code Yellow, Code Red Lockdown, and Code Red Evacuation)

PD Opportunity 1

School-wide calendar of proposed drill practice dates

Facilitator

Foundations Team Principal

Participants

K-5 Classroom Teachers All staff

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0